

**DIVERSITY, INCLUSION &
EQUITY PROPOSAL
SCHOOL OF NURSING**

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Diversity, Inclusion and Equity Proposal for Florida A&M University School of Nursing

The purpose of this proposal is regarding the importance of Diversity, Inclusion and Equity plan for Florida A&M University School of Nursing (FAMU, SON). In today's healthcare arena, nurses are working in a culturally varied environment where they are helping patients from all ethnic backgrounds and socioeconomic levels. In such a circumstance, health care providers must pay close attention to their patients' cultural needs, with nurses being particularly concerned about issues of diversity. Therefore, as the oldest College of Nursing in the State of Florida it is imperative that we stay abreast of the demands for more diversity within our program. In order to adhere to the demands, we will put into action a strategy to collaborate with high schools within the Florida and Georgia regions. We realize our full potential; we must promote and develop a culture that values diversity, equity, and inclusion throughout Florida A&M University School of Nursing and the varied communities we serve. For example, James S. Rickards High School (Tallahassee, Fl) has a Career & Technical Education; Certified Nursing Assistant (CNA) program, Seminole Science Charter School K-8 (Lake Mary, Fl), and The Higher Education Program under the Center for Student Success and Services assists Seminole Tribal members with the protocol for the process of enrollment into colleges and universities (Tampa, Fl), along with building partnerships/relationships with other cultures within the Florida and Georgia K-12 regions.

Objective 1: Expand Pathways and Educational Pipelines for Access and Success for Students from Historically Underrepresented Communities

We will work to build a more diverse student, faculty and staff community within the school of nursing and equip individuals with the support and opportunities necessary for their success. Initiatives will include the building of a diverse pipeline of qualified undergraduate and graduate student candidates; support programs to ensure that students have the resources needed to excel on campus; and develop tools to improve hiring and search processes for faculty and staff.

- **Goal # 1:** Increase the academic success of and support for historically underserved students
- **Goal # 2:** Expand professional development opportunities among faculty and staff to enhance their knowledge, skill and capacity relating to diversity, equity and inclusion
- **Goal # 3:** Reduce financial barriers to the pursuit of nursing as a career
 - Seek scholarship to increase Diversity, Equity, and Inclusion
- **Goal # 4:** Identify additional financial aid resources to support more effectively the recruitment, enrollment and retention of under-represented students.

Outcomes:

- Diversity Hiring Event
- Marketing Strategy (social media, radio, magazine website etc.)
- Culture Curriculum
- Training and Professional Development for Nursing staff and professors

Objective 2: Enhance Academic Engagement with Diversity, Equity and Inclusion

(DEI)

- **Goal # 5:** Increase the staff's DEI competencies through enhanced programming and learning opportunities.
- **Goal # 6:** Support administrators and deans in developing their personal and institutional commitment to diversity, equity, and inclusion.

Outcomes:

- Inclusive, Transformational, and Diverse leadership and practices
- Community influence on schools
- Communication of vision
- Use of data for changed practices and continuous improvement

Objective 3: Create a Diverse, Equitable and Inclusive Campus Environment

We will work to create an environment in which all campus community members are welcomed and supported, and differing perspectives and contributions are sought out and valued. Major new actions include training to build cultural awareness and inclusiveness skills among staff, students, faculty and leaders, enhancing programming for student support and engagement

- **Goal 7:** Strategically recruit, retain, develop, and advance underrepresented faculty, staff, and executives/administrators at all levels of the university to enrich university life.
- **Goal 8:** Invite and encourage the participation of underrepresented faculty and staff in campus events and programs. Note and acknowledge their participation and efforts.
- **Goal 9:** Leverage underrepresented and culturally competent voices for high-impact outcomes and school-wide initiatives to ensure inclusive decision-making.

- **Goal 10:** Create an Excellence in Diversity, Equity and Inclusion program in which faculty and staff are commended for sustained and significant contributions in diversity and inclusion.

Objective 4: Build capacity for stronger communities and Networks

Continue to build and maintain a diverse, equitable, and inclusive climate while fostering internal and external community building on the campus, local, and regional levels in which diversity is valued and inclusion and equity are shared imperatives.

- Build internal and external relationships with key constituents and transparent reporting practices for a more inclusive and supportive community.
- Develop ongoing partnerships with the entities listed below to achieve a DEI network.

Partnerships

- Collaborate with Asia Knowles the Diversity and Inclusion Director for FAMU
- Collaborate with Joyce Ingram the AVP for Human Resources for FAMU
- Collaborate with Augustus Mitchell the Director of Recruitment for FAMU
- Collaborate with Bomani Spell the Dean of Student Affairs for FAMU
- Collaborate with Randolph Bellamy the Director of Student Transfer Division for FAMU
- Collaborate with the National Society of Hispanic MBA Association
- Collaborate with the Latin American & Hispanic MBA Association (LAHMBA)
- Collaborate with the Asian Coalition of Tallahassee (ACT) as May is Asian-Pacific American Heritage awareness month and there is a big festival.
- Create and promote Asian-Pacific Islanders organizations within the School of Nursing (pre-nursing, nursing, and graduate). This will help with recruitment, transition, and retention.
- Create scholarships for freshman students and for potential and current community colleges we have articulation agreements within the State of Florida.

**DIVERSITY EQUITY &
INCLUSION-BASED
SCHOLARSHIPS**

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DIVERSITY, EQUITY & INCLUSION BASED SCHOLARSHIPS

The following scholarships are offered at FAMU:

Minority Scholarships

- Jackie Robinson Scholarships.
- United Negro College Fund Scholarships.
- National Action Council for Minorities in Engineering (NACME) Scholarships.
- Gates Millennium Scholarships: Must be African American, American Indian/Alaska Native, Asian Pacific Islander American or Hispanic American.
- Developmental Fund for Black Students in Science and Technology Scholarships: This is for science or engineering students at HBCUs.
- National Society of Black Engineers (NSBE) Scholarships: Primarily for engineering students, and others majoring in related disciplines.
- Ronald McDonald House Charities and the United Negro College Fund: Students must be studying at an HBCU that is a member of the UNCF.
- Xerox Technology Minority Scholarships. For students studying in areas like chemistry, engineering, physics, and "tech" areas, for undergraduates and more for graduate students.
- National Association of Hispanic Journalists: Students interested in journalism as a career may apply.

Academic Scholarships

- Women in Defense Horizons Scholarship Foundation.

Military Scholarships

- Heroes at Home: Scholarship for women Veterans.
- Military Order of the Purple Heart.
- Smart Scholarship (Science, Mathematics, & Research for Transformation). Students pursuing an undergraduate or graduate degree in Science, Technology, Engineering, and Mathematics (STEM) disciplines.
- Pat Tillman Foundation. Veteran and active service members of both pre- and post-9/11. Service members who wish to start, finish, or further their education. Those whose benefits have run out or do not meet their needs. Those enrolled as a full-time student at a U.S. institution of higher learning. Service members of all branches of the U.S. Armed Forces: Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserve. Service members pursuing undergraduate, graduate, post-graduate, 2-year, 4-year, public private, vocational, and trade degrees or certifications.
- Alaskan Sea Service Scholarship Fund. Applicant must be a legal resident of the State of Alaska.
- American Society of Naval Engineers Scholarship Program. Candidates must be final one/two years of full time or co-op undergraduate or one year graduate program in engineering or physical science.
- AFCEA Educational Foundation. Awards for military personnel seeking undergraduate and graduate degrees. Scholarships also available for veterans of Enduring Freedom and Iraqi Freedom.
- Nursing Scholarship for Veterans.

Military Dependent Scholarships

- Scholarship for Children and Spouses of Disable or Deceased Veterans and Servicemembers. For dependent children or un-remarried spouses of Florida Veterans who died as a result of service-connected injuries, diseases, or disabilities sustained while on active duty, or who have been certified by the Florida Department of Veterans Affairs as having service-connected 100% permanent and total disabilities.
- American Legion Legacy Scholarship. Dependent of military personnel who died while on active duty on or after September 11, 2001.
- Ladies Auxiliary of the Fleet Reserve Association. Awarded to the female candidate chosen from daughters and granddaughters of Naval, Marine Corps and Coast Guard personnel, active Fleet Reserve and Fleet Marine Corps Reserve and Coast Guard Reserve, retired with pay, or deceased.
- Army Emergency Relief. Scholarships for spouses and dependent children of Active, Retired, or Deceased soldiers.
- Fleet Reserve Association (FRA) Scholarship. Navy, Marine Corps, and Coast Guard personnel and their families are eligible.
- Military Commanders' Scholarship Fund. To assist children of select active duty, reserve, National Guard, or retired members of the United States military who plan to continue their education in college.
- Kathern F. Gruber Scholarship Program (Blind Veterans Association). For children/spouses of legally blind veterans.
- Captain Caliendo College Assistance Fund Scholarship. Must be a dependent child of a member or deceased member of the U.S. Coast Guard Chief Petty Officer Association/Coast Guard Enlisted Association (USCG CPOA/CGEA).
- Commander William S. Stuhr Scholarship Fund for Military Sons and Daughters. Must be dependent of an active duty or retired career officer/enlisted person.
- U.S. Marine Corps Scholarship Foundation. One-year, renewable scholarships for the children of active duty and retired marines.
- Thanks USA. Dependent children age 24 and under of spouses of U.S. military service personnel.
- Gallagher's Army & General Steel Corporation Educational Assistance Fund. "Helping the Children of Our Fallen Heroes".
- The My Career Advancement Account (MyCAA) Scholarship Program. For eligible military spouses who are pursuing a license, certification or Associate's degree in a portable career field and occupation.

**2020-2021 ANNUAL
REPORT
STUDENT HEALTH
SERVICES**

ATTACHMENT

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FLORIDA A&M UNIVERSITY

ANNUAL REPORT

DATE: June, 23, 2021

Division of Student Affairs

2020 - 2021

Submitted By: Tanya Tatum

DATE: June 23, 2021

I. *Department Mission/Vision Statement*

FAMU Student Health Services

MISSION

The FAMU Student Health Service (SHS) is dedicated to promoting optimal health care in our student population with an emphasis on prevention of disease. We strive to provide exemplary, quality, cost-effective medical care in a nurturing environment. In addition to comprehensive health education and outreach programs, we serve to assist students in the pursuit of their academic goals consistent with the mission of Florida A & M University, excellence with caring.

VISION

FAMU Student Health will create a safe and healthy community for students and others we serve through our commitment to quality, service and excellence.

GUIDING PRINCIPLES

- Helping to build a healthy academic community of students, their families, faculty and staff is our first and primary responsibility. We are committed to improving student health by striving to meet their needs and delivering compassionate quality care and service excellence.
- We value our own staff and volunteers through recognition of their individual strengths, their dedication, and commitment to student health.
- We believe that we are stronger and more effective through the development of collaborative relationships with our campus and community partners.
- We understand that change is constant and that flexibility is the key to our success.
- We promote health as the active balance of the physical, mental, emotional, social, environmental, and spiritual dimensions of wellness.
- We believe in and commit to open communication, growth and change, nonviolence and social learning

VALUES

- Commitment to quality care and service excellence
- Collaboration
- Integrity, confidentiality and ethical practice
- Cultivate a learning/working environment
- Respect for diversity and individuality
- Honesty and effective communication

II. Key Highlights (Provide a bulleted list of 5-7 key highlights from the year)

- Facilitated university response to COVID-19 pandemic
- Managed support services for identified COVID-19 cases for the campus community (quarantine/isolation/contact tracing/consultation and support)
- Established campus-based community COVID-19 testing and vaccination sites and directed the start-up of new diagnostic laboratory for COVID-19
- Implemented new health insurance enrollment/opt-out process (December 2020)
- Moved into our new building – Center for Access and Student Success (December 2020)
- Campus visit and COVID-19 testing site tour by CDC Director, Robert Redfield, MD.

III. Program Participation and Usage Data (Insert information regarding program contacts or counts, tutorial hours, facility usage statistics, office visits/appointments, etc.)

Clinic Census

Service	# Patients	Comments
Clinic visits (primary care and psychiatry)	1,595	Clinic remained open during pandemic, but with limited in-person services. Clinical staff provided telehealth consultations.

Support Services

Service	# Participants	Comments
Food Pantry	600	>10,000 lbs. of food (~18 lbs./person)
First Aid Stations		Fall Move-In (1 station) 4 commencement ceremonies

Education Programs/Presentations/Webinars

Program	# Participants	Comments
Orientation Sessions – for new students, graduate students, international and law school students		16 sessions
Faculty-staff meetings/COVID-19 information		14 sessions
COVID-19 student sessions (classroom, student organizations, etc.)		20 sessions
COVID-19 presentations for community groups/other agencies/colleges-univ/etc.		12 sessions
FAMU Town Halls – COVID-19 Information		

IV. Retention Initiatives/Cohort Tracking Information (List any retention efforts your area has been involved with over the past year. Also provide any cohort tracking information.)

- SHS has a program to follow up with students that become pregnant. To ensure they receive support and appropriate service referrals. The goal is to assist the student to remain in school if she is able or to assist her to remain eligible to return to school post-delivery/adoption/termination. We have not had any positive pregnancy tests for the last 8 months.

V. *Collaborations and Partnerships within Student Affairs*

- Housing and Residence Life – isolation and quarantine support for COVID-19 positive residents
- Campus Safety and Security – CSS provided security support for the COVID testing site at Bragg Stadium for 12 months.

VI. *Collaborations and Partnerships with other FAMU Areas and the Local Community*

- SHS worked collaboratively with almost all FAMU departments in navigating our response and reopening plans for the COVID-19 pandemic. SHS led the Incident Management Team to develop a tactical response strategy; working with representatives from Human Resources, Plant Operations and Maintenance, Moving & Set Up, Construction and Planning, Compliance, Audit, General Counsel, Equal Opportunity Programs, Procurement, ITS, OIT, Finance and Administration, and Communications. We also interfaced with almost all academic units to work through issues of faculty safety and attention to programs with students in healthcare settings (Nursing, Pharmacy, Public Health, Allied Health), Theatre/Music, Law School, Athletics, and our K-12 school DRS.
- We reviewed and assisted some of our contract vendors to develop COVID-19 response plans. A lot of time was spent working with Metz who redesigned their operations to limit indoor dining and implemented a online order and take out services as well as managed delivery of meals for students in isolation/quarantine.
- COVID-19 testing collaboration with Florida Department of Health, FL Division of Emergency Management, Bond Community Health Center, and Florida National Guard.
- COVID-19 vaccination collaboration with Florida Department of Health, Leon County Health Department, and the Division of Emergency Management
- Collaboration with Thermo Fisher Scientific, Capital Regional Medical Center and the Gates Foundation to start up a COVID-19 diagnostic testing laboratory
- Partnership with FL Department of Health to set up COVID-19 community vaccination clinic on campus.
- Participated in the following regular meetings with outside agencies/organizations:
 - Florida Department of Health - weekly COVID-19 testing meeting
 - Weekly meeting with FL Division of Emergency Management
 - Biweekly call with Capital Medical Society and Leon County Health Department on county COVID-19 response
 - Weekly meeting with ThermoFisher Scientific regarding COVID-19 laboratory
 - Bi-weekly meeting with Gates Foundation for the COVID-19 laboratory
 - Weekly meeting with Capital Regional Medical Center and the McConnell group for the FAMU COVID-19 laboratory
 - Bi-weekly Florida Healthcare Coalition Stakeholder call
 - Monthly meeting for Big Bend Health Care Coalition
 - Twice weekly meetings with local health department officials for contact tracing on positive cases
 - SUS Health Directors meeting – twice a semester

- Minority Outreach and Education for COVID-19 – weekly meeting
- FAMU/DOH Vaccine Hesitancy grant – weekly meetings

VII. Awards and Recognitions (Departmental and/or Staff)

- Conducted numerous interviews with local tv and radio stations regarding our COVID-19 response and community COVID-19 services
- Article in Summer 2020 issue of A&M Magazine
- Bragg COVID testing Site was recipient of the 2021 HOPEE Award
- SHS recognized by the FAMU NAA for leadership and community service in support of COVID-19 response
- Student Health Services received DSA award for Most Collaborative Department
- Tanya Tatum was recipient of the American Council on Education-Florida “She Stepped Up Award”
- Tanya Tatum serves as the Secretary for the Southern College Health Association

VIII. Proposed 2021-2022 Priorities

- Continue to moderate COVID-19 response as campus returns to pre-COVID-19 operational status
- Co-host with FSU the Southern College Health Association Annual meeting in Tallahassee in March 2022
- Implement electronic health records and e-prescribing



Wear a face covering
when around others



Maintain social distancing
from others



Frequently wash your hands or use hand sanitizer



Cover your cough or sneeze with a tissue then throw tissue in trash and wash your hands



Avoid touching your eyes, nose and mouth



Be mindful of your surroundings and **avoid crowding into spaces**



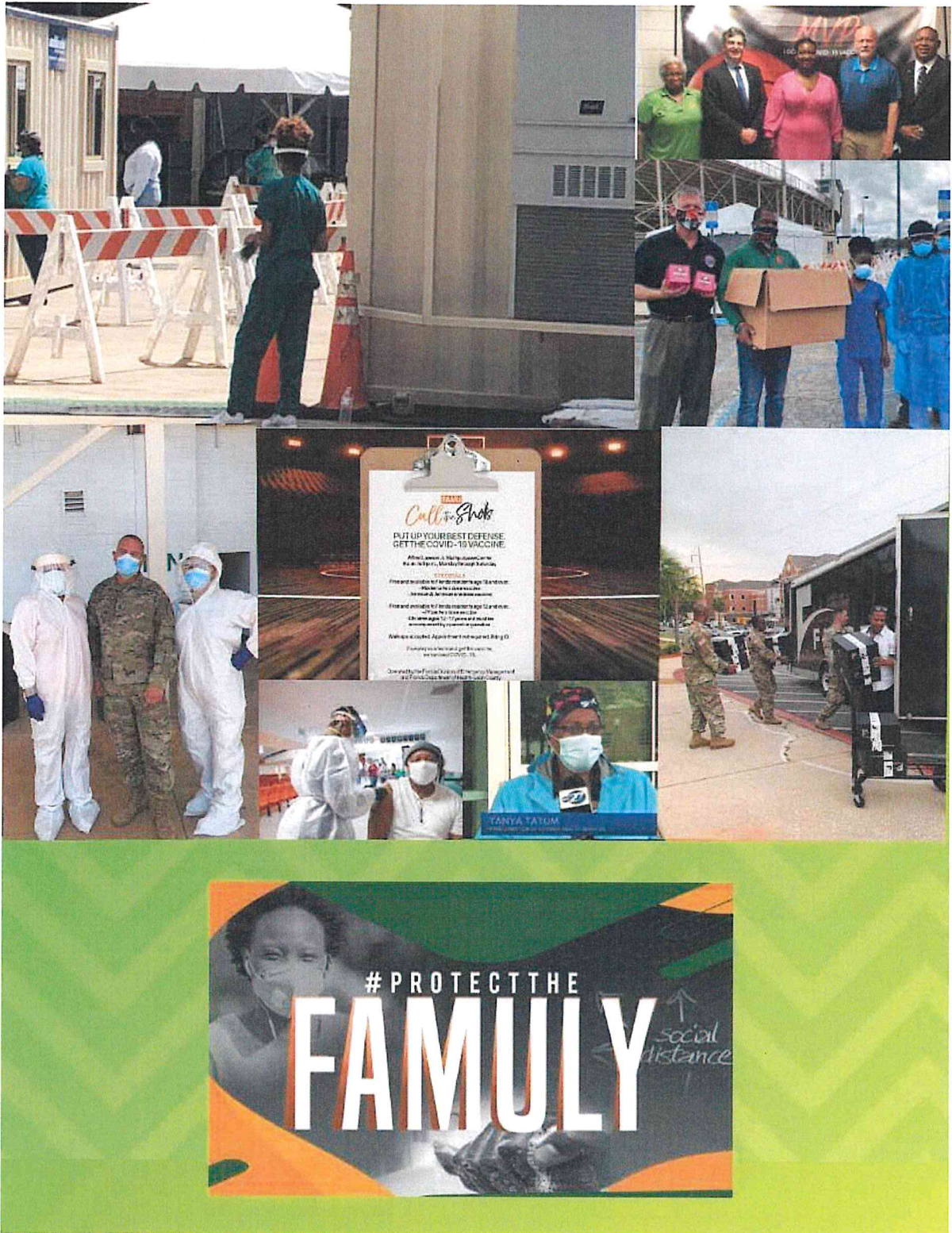
Clean commonly touched surfaces in classrooms/workspaces after classes/meetings



Minimize contact by meeting remotely, using no-contact pickup and drop off

Do not dispose of the hand sanitizer bottles that are provided in the return to campus packets when they are empty. There will be designated refill stations around campus for your convenience.

#PROTECTTHEFAMILY



Spring 2022 Quarantine and Isolation Guide

The CDC has recently changed the guidance for isolation and quarantine. This guide is based on the CDC's December 2021 recommendations. Instructions for quarantine and isolation are below, based on your vaccination status.

If you have been exposed through close contact but have not tested positive, follow the quarantine instructions.

If you have tested positive for COVID-19, follow the isolation instructions. Managers and employees must contact Student Health Services for further guidance.



Fully Vaccinated and Boosted OR Fully Vaccinated in the last six months

Quarantine Instructions:
None. Wear mask for 10 days after exposure.
Recommendations: Test at day 5. If symptomatic, quarantine until negative result.

Isolation Instructions:
If asymptomatic, isolate for the first 5 days. Wear mask around others for the following 5 days.



Fully Vaccinated more than 6 months ago (more than 2 months for J&J) and No Booster; Partially Vaccinated; OR Unvaccinated

Quarantine Instructions:
If asymptomatic, quarantine for 5 days, followed by strict mask use for an additional 5 days. **Recommendations:** Test at day 5. If symptomatic, quarantine until negative result.

Isolation Instructions:
If asymptomatic, isolate for the first 5 days. Wear mask around others for the following 5 days.



Reminders

Regardless of vaccination status, timely reporting is critical. If you must quarantine or isolate, provide appropriate notice to healthcare providers, professors, supervisors, and Student Health Services.

Some helpful contact information is below:

Student Health Services:
850-599-3777

Walk-up FAMU Vaccination and Testing Site:

2507 Wahnish Way
Times: 8 am - 4:30 pm M-Sa

*** \$10 RATTLER BUCKS GIVEAWAY ***

1

Get Tested
for COVID-19 at
FAMU's Testing
Site: 307 W. 11th
St.

2

Swipe your
FAMU Rattler
Card at the site.

3

The Rattler Bucks
are added to your
account*. Enjoy
them, they
are accepted!

TWO WEEKS ONLY!!

JANUARY 3-15

*Faculty, staff, and students are eligible for a one-time \$10 Rattler Bucks award.

For more information about COVID-19, visit:
<https://www.famu.edu/info/coronavirus/>

#PROTECTTHE
FAMILY

Welcome Back to the Hill!

Summer 2022 Welcome Guide



1 Get Ready
Visit the University's website and check your email regularly for updates guiding your Summer 2022 enrollment.



2 Get Vaccinated!
Vaccination, including booster shots, is **STRONGLY** encouraged. FAMU's free testing and vaccination site, located at 2507 Wannish Way, is a convenient option. Simply walk up, get your shot, and go. Remember to keep your vaccination card!



3 Return Kits
Return kits for faculty, staff, and students are still available. Department reps may contact POM to arrange pick up. Individuals can contact oce@famu.edu.



4 Screen Yourself
Self-screen using the Coronavirus Self-Checker ([click here](#)) and temperature kiosks around campus. Free COVID-19 testing is also available at 2507 Wannish Way. Stay home if you are sick!

5 Face Covering Guidance
Face coverings are recommended when the COVID-19 transmission levels in our community are high ([click here](#)). Face coverings are available upon request. Remember that cloth masks, alone, are insufficient for transmission of recent variants.



6 Classes, Residence Life, and Events
Classes and residence hall capacity will return to normal. University events will also resume, with safety in mind.



7 Remember Your Hygiene
Wash hands frequently. Use soap and warm water and wash for at least 20 seconds. If water is unavailable, use hand sanitizer with at least 60% alcohol.



8 Symptomatic?
Timely reporting is critical. If you are symptomatic, we recommend that you get tested for COVID-19. If you test positive for COVID-19, immediately report that information to Student Health Services. Timely reporting helps stop the spread of the virus.

9 Resources
[Student Health Services](#)
Tanya Tatum, Director
(Tanya.tatum@famu.edu or 850-599-3777)
[University Page](#)
www.famu.edu
[Testing and Vaccine Site](#)
2507 Wannish Way
Time: 8 am - 4:30 pm M-Sa

**2020-2021 ANNUAL
REPORT
COUNSELING SERVICES**

ATTACHMENT

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FLORIDA A&M UNIVERSITY

ANNUAL REPORT

**Division of Student Affairs
Office of Counseling Services
(OCS)**

July 1, 2020 - June 30, 2021

*Submitted by:
Anika C. Fields, Ph.D., Director
June 22, 2021*

I. Department Mission/Vision Statement

Mission Statement

To advance the University's mission, the mission of the Office of Counseling Services is to increase students' academic success, self-awareness, and knowledge of growth and potential challenges of collegiate experiences through mental health counseling, crisis intervention, outreach, consultation, workshops and presentations. We exemplify, and seek to foster within those we serve, the values of courage, diversity, ethics, excellence, respect, scholarship, service and social justice. Being responsive to the needs of our students, we are charged to cultivate and nurture an environment that is safe, confidential and professional.

Vision Statement

We envision the Office of Counseling Services being recognized as a leading behavioral health provider in the college counseling center community, positively impacting student lives through provision of excellent service, promotion of mental health and addiction treatment parity, elimination of stigma and training masters and doctoral students. We will always be committed to providing a dynamic and engaging approach to counseling, prevention services, programming and consultation.

II. Key Highlights (Provide a bulleted list of 5-7 key highlights from the year)

- **Active Minds – Quantina Washington, Advisor.** The group hosted or were involved in the following:
 - Stress less week campaign – December 2020
 - Chit Chat and Cocoa (Virtual), January 2021
 - What's on Your Mind? – collaboration with Phi Sigma Theta (Virtual), February 2021
 - Women's Empowerment Wednesday collaboration with the National Council of Negro Women (Virtual), March 2021
 - Stretch out the Stress – collaboration with Student Social Work Association (Virtual), April 2021
- **Conference Presentations**
 - **Anika Fields** – Association for University and College Counseling Center Directors (AUCCCD) Conference, October 2020. "IACS Site Visitors' Training" Virtual
 - **Anika Fields** – AUCCCD Conference, October 2020. "Intentional Self-Care" with colleague from Grambling State University.
 - **Anika Fields** – Leadership Florida invited presentation, May 2021. "The Psychological Development of and Damage to Individuals who are Discriminated Against: Living in a Racist Society."
 - **Teion Wells-Harrison** – Mothers of African American Males (MAAM), July 2020. "Preserving Mental Wellness Through COVID-19 and School Reopening."
 - **Dougl-Khan Stancil** - Florida Council Against Sexual Violence (FCASV) Bi-Annual Summit, September 2020. "Men's Role in Women's Violence Prevention: Putting Down Patriarchy, Picking Up Gender Equity."

- **National Conference Attendance**
 - American Psychological Association (Virtual), August 2020 (Fields)
 - Association of University and College Counseling Center Directors (Virtual), October 2020 (Fields)
 - Renfrew Center Foundation (Virtual), November 2020 (Fields)
 - Association for the Coordination of Counseling Center Clinical Services (Virtual), May 2021 (Washington)
- **Webinar Presentations**
 - **Alicia Jackson, Quantina Washington, Dougl-Khan Stancil, Marquis Stewart** – QPR Suicide Prevention, September and October 2020
 - **Alicia Jackson** – Coping with COVID-19, Part 1 (Students) April 2021
 - **Alicia Jackson** – Coping with COVID-19, Part 2 (Faculty and Staff) April 2021
- **Workshops and Groups Offered to Students 2020-2021**
 - Self-Esteem
 - Test Anxiety
 - Stress Management
 - Can We Talk?
 - Decision Making
 - Rattlers in Focus
 - Man Talk
 - Cognitive Behavior Therapy
 - Trading Places
 - Q&A Tea Time

III. Program Participation and Usage Data (insert information regarding program contacts or counts, tutorial hours, facility usage statistics, office visits/appointments, etc.)

OCS Data (from Titanium Scheduler) as of June 22, 2021 All appointments were via Telemental Health

Total clients	632
Total appointments	3,117
Average number of appointments per client	4.92
Intake appointments	335
Individual Counseling appointments	1,862
Consultation appointments	132
Consultation follow-up appointments	47
Psychiatric Evaluations	0 – due to no psychiatrist
Medication Management	0 – due to no psychiatrist
Crises/Emergencies appointments	34
Crises Follow-ups	4
Hospitalizations	2 (Voluntary)
Phone Screening	586
Months with highest number of appointments	Mar 2021 (506), Oct 2020 (415), Feb 2021 (388), Nov 2020 (374), Apr 2021 (373)
Outreach presentations/events/workshops	134 for 2,585 people
Top 5 presenting concerns in descending order	Anxiety, Depression, Relationships (including Situationships), Stress, Trauma

FAMU Office of Counseling Services Satisfaction Survey

Overall Experience	Strongly Agree	Agree	Unsure	No Response	Disagree	Strongly Disagree	N/A
The administrative assistant was courteous and respectful.	67.3%	12.2%	2.0%	4.1%	0	0	14.3%
The counseling center was accessible and comfortable.	51%	16.3%	2.0%	4.1%	0	0	26.5%
My first appointment was made in a timely way.	73.5%	20.4%	2.0%	4.1%	0	0	0
The counselor was courteous and respectful.	81.6%	12.2%	2.0%	4.1%	0	0	0
I would refer a friend to the Counseling Center.	73.5%	18.4%	4.1%	4.1%	0	0	0
The counselor understood my concerns and helped me clarify them.	77.6%	14.3%	2.0%	4.1%	0	0	2.0
As a result of Counseling							
Counseling is helping me feel better and/or resolving my problem.	65.3%	24.5%	4.1%	4.1%	0	0	2.0%
The psychiatrist was helpful.	22.4%	12.2%	6.1%	4.1%	0	0	55.1%
Counseling has helped me to be more successful in college.	63.3%	14.3%	12.2%	4.1%	4.1%	0	2.0%
Counseling Services is necessary to the University.	89.8%	6.1%	0	4.1%	0	0	0
Counseling has positively affected the chance that I will remain in college.	69.4%	20.4%	0	6.1%	0	0	4.1%
Overall, I am satisfied with my experience at the Office of Counseling Services.	75.5%	12.2%	4.1%	6.1%	0	0	2.0%
I would return to counseling again if I felt it was needed.	81.6%	12.2%	2.0%	4.1%	0	0	0
Additional Information:							

What did you find most helpful about the Office of Counseling Services?

Being able to speak to a professional on my issues
 Consistent sessions
 Counselors and availability.
 Discussing my problems
 Follow ups were within a timely manner
 Having an outlet to express feelings.
 I could depend on my counselor when I needed her
 I love how easily accessible OCS is.
 It was free and helped me A LOT
 Just the opportunity to do it
 Mrs. Washington
 My counselor is very helpful and understanding
 My counselor was amazing and helpful.
 My counselor was super consistent.
 That they were there to listen to my problems
 The activities and techniques I learned.
 The consistency
 The counselor
 The counselor genuinely listened to my concerns
 The counselor's flexibility
 The ease of access
 The ease of seeing a therapist.
 The fact that everyone looked like me
 The flexibility for appointments and types of serv
 The interaction level.
 The sessions to just sit down and talk.
 The staff was very understanding
 The time response and availability
 Very thoughtful counselling that wasn't rushed
 Well track app that helps track my mood
 What I enjoyed the most was the genuine care.

How do you think that we could improve the Office of Counseling Services?

Bring back in person session
 Check in with your patients even if only by text
 Having longer sessions
 Hopefully, we can do in person in the fall.
 I have no complaints
 I have no recommendations at this time
 I think you all are doing an amazing job.
 IDK really
 In-house psychiatry services
 Longer sessions
 Make appointments online.
 More appointments
 More counselors
 More counselors so that students can meet weekly.
 More staff
 N/A
 None that I can think of.
 Sharing/Posting events for all to see
 Spread the word

Are there other ways that the Office of Counseling Services can help the campus community?

By remaining accessible to those who need it

I have no recommendations at this time

More community outreach, mandatory counseling for students

More staff

N/A

No

Not in my opinion

Not too sure

Additional Comments:

Counseling was instrumental to my success at FAMU

No

Thank you

Thank you for your help!

Thank you!

IV. Retention Initiatives/Cohort Tracking Information (List any retention efforts your area has been involved with over the past year. Also provide any cohort tracking information.)

- The OCS tracks a percentage of students who receive counseling during the academic year by doing a transcript analysis to determine if they have maintained a GPA of 2.0 or better and have remained in school. The data for academic year 2020-21 has not been analyzed since the year does not end until June 30, 2021.

V. Collaborations and Partnerships within Student Affairs

- Housing – RA Training, Resident Directors, Facilities for Man Talk
- CeDAR – Outreach presentations
- TRiO – Outreach presentations
- Enrollment Management – Outreach presentations
- Orientation – Freshmen, Parents, Transfer Students and Parents, Orientation Leaders Training
- Office of Student Conduct and Conflict Resolution – Rattler's in Focus (RIF) substance abuse diversion group
- Assessment and Care Team (ACT) member (Fields)
- Campus Police - Jeanne Clery Act Team member (Fields)
- Student Health Services
- Student Activities – OPR training
- Student Government Association – presentation
- Transfer Student Association – presentation

VI. Collaborations and Partnerships with other FAMU Areas and the Local Community

- Undergraduate Student Success Center – SLS classes and instructor orientation
- Access Summer Bridge – General Assembly, Mentor Training
- Department of Athletics – presentations
- College of Pharmacy and Pharmaceutical Sciences - presentations

- School of Allied Health - presentations
- School of Nursing - presentations
- Academic Affairs - New Faculty Orientation and Faculty Pre-Planning (Fields)
- Office of International Education and Development – new student orientation
- School of Business – presentations
- Graduate Feeder Program – presentation
- College of Law – orientation
- Alpha Phi Alpha Fraternity, Inc. – Man Talk partnership
- Domestic Violence Coordinating Council (DVCC) member (Washington)
- Big Bend Domestic Violence Fatality Review Team member (Washington)
- United Way of the Big Bend Review Team member (Fields)
- Community Human Service Partnership Review Team member (Fields)
- Leon County Mental Health Council member (Fields)
- Capital Regional Medical Center
- Special Olympics Florida-Leon County – coach, athlete leadership trainer and management team member (Fields)
- Girl Scout Troop 2214 (Harrison)
- Mothers of African America Males (Harrison)
- AYOKA Dance Company
- Kitchen Talk (live stream show) – Stancil

VII. **Awards and Recognitions (Departmental and/or Staff)**

- **Dougl-Khan Stancil** – Received certification for MCAP (Master's Level Certified Addiction Professional)

VIII. **Proposed 2020-2021 Priorities (Update)**

- Certification/licensure
 - Remaining staff acquired QPR certification – **Still working on it**
 - Remaining unlicensed staff acquire licensure – **Still working on it**
 - One staff acquire certification as an addiction professional - **Done**
- Additional Staff
 - Hire one psychologist as assistant Director of Training, leading the charge to create a doctoral internship training program accredited by the American Psychological Association (APA – **Teion Wells-Harrison, Current Senior Psychologist, appointed as Director of Training** (May 2021)
 - Hire one master level mental health professional – **Re-advertising position**
 - Hire office manager – **Rasheedat McKay hired administrative assistant** (January 2021)
 - While not proposed last year, collaborated with College of Law to hire **Jeannie Hoban, LCSW** as a full-time counselor at the College (January 2021)
- Complete development of peer education program – **Still working on it**
- Complete update/design of website – **Started, not completed**

IX. Proposed 2021-2022 Priorities

- Certification/licensure
 - Remaining staff acquire QPR certification
 - Remaining unlicensed staff acquire licensure
- Additional Staff
 - Hire one senior psychologist
 - Hire one master's mental health professional
 - Hire several OPS licensed mental health professionals
 - Hire OPS clerical person to assist at front desk
- Provide a mental health professional one day per week at the College of Engineering and possibly Athletics
- Update Policies and Procedures
- Complete APA Self-Study, have site visit and become an APA accredited doctoral internship site
- Complete development of peer education program
- Complete update/design of website

**2020-2021 ANNUAL
REPORT
CAMPUS RECREATION**

ATTACHMENT

P

FLORIDA A&M UNIVERSITY

ANNUAL REPORT

Division of Student Affairs

2020 - 2021

Submitted By: Robert Carroll Jr.

DATE: 6/17/2021

I. Department Mission/Vision Statement

a. Mission:

We will continually endeavor to support the learning mission of Florida A&M University by providing a comprehensive and innovative program of recreational, leisure and fitness activities; encouraging student participation and the development of leadership skills; meeting the needs of a multi-cultural institution; and fostering the spirit of teamwork, holistic living, and good sportsmanship.

The Department further engages to adopt and exhibit an orientation of making exemplary service and attention to the needs of the University paramount in every facet of its administration.

b. Purpose:

The FAMU Student is:

The most important person on campus. Without students, there would be no need for the institution;

Not a cold enrollment statistic, but a flesh and blood human being with feelings and emotions like our own;

Not someone to be tolerated so that we can do our thing - they ARE our thing;

Not dependent on us. Rather, we are dependent on them; and

Not an interruption of our work, but the purpose of it.

We are not doing them a favor by serving.

They are doing us a favor by giving us the opportunity to do so.

II. Key Highlights (Provide a bulleted list of 5-7 key highlights from the year)

- a. Student Participation
 - i. Recreation Center visits exceeded 12,800
- b. Modified Facility Policy, Procedure, and Layout in response to COVID-19
 - i. Created a Departmental COVID-19 Action Plan comprised of Campus Recreation specific policy & procedure
 - ii. Implemented use of the "FAMU Come & Play" App to facilitate sign-up for exercise sessions in the Hansel Tookes Student Recreation Center and Registration for Intramural Sports
 - iii. Implemented use of IMLeagues Software System in order to check-in participants in the Tookes Student Recreation Center and aid as a tracking tool for utilization
 - iv. Designed and installed facility signage informing participants of newly adopted policy while utilizing Campus Recreation Facilities

- v. Implemented enhanced cleaning and disinfecting routines across all Campus Recreation Facilities
- c. Installed new artificial turf golf driving tee pad and putting green.
- d. Began re-construction of Soccer Pitch, formerly used for FAMU Towers Construction Staging Area
- e. Maintained Internship Program with the Health, Physical Education and Recreation Department (HPER) and Internship Program with Journalism School
- f. Fitness & Wellness Activities, Intramural Sports Leagues & Tournaments, Sport Club Activities, and Student Employment Opportunities were offered to the student population throughout the 2020-2021 academic year
- g. Revenue Collection: NA

III. *Program Participation and Usage Data (Insert information regarding program contacts or counts, tutorial hours, facility usage statistics, office visits/appointments, etc.)*

- a. Tookes Recreation Center Facility Usage (July 1, 2020 – June 17, 2021)
 - i. Visits – Total 12,822 (Male: 7,588 / Female: 5,234)
 - ii. Unique/Repeat Visits - Total: 1,478 (Male:693 / Female: 785)
- b. Note: Utilization numbers for Outdoor Facilities are not reflected because we are not afforded a formal check-in system for those areas. However, these areas are consistently utilized throughout the day and night, 7 days per week.
- c. Intramural Sports:
 - i. Fall Flag Football Participants:
 - 1. Total: 1,281 (Male: 1,260 / Female: 21)
 - ii. Fall Indoor Volleyball Participants:
 - 1. Total: 308 (Male: 84 / Female: 224)
 - iii. Fall Tournaments:
 - 1. Table Tennis: Total: 38 (Male: 36 / Female: 2)
 - 2. Corn Hole: Total: 38 (Male: 36 / Female: 2)
 - iv. Spring Basketball League:
 - 1. Total: 406 (Male: 336 / Female: 70)
 - v. Spring Co-Rec Volleyball League:
 - 1. Total: 108 (Male: 36 / Female: 72)
 - vi. Spring Flag Football Tournament:
 - 1. Total: 342 (Male: 330 / Female: 12)
 - vii. Spring Alphas vs. Kappas Softball Tournament:
 - 1. Total: 36 (Male: 36 / Female: 0)
 - viii. Spring Softball Home Run Derby:
 - 1. Total: 20 (Male: 18 / Female: 2)

IV. *Retention Initiatives/Cohort Tracking Information (List any retention efforts your area has been involved with over the past year. Also provide any cohort tracking information.)*

- a. The primary Cohort Tracking Information which has been tracked is percent utilization of student population. Gender is tracked with this method as well.
- b. Currently, student classification is unable to be uploaded into the facility management software for more detailed cohort tracking & retention.

V. *Collaborations and Partnerships within Student Affairs*

- a. Student Health Services
- b. Residential Life
- c. Office of Student Activities
- d. FAMU Police Department
- e. Office of New Student Orientation
- f. Enrollment Management
- g. Career Center

VI. *Collaborations and Partnerships with other FAMU Areas and the Local Community*

- a. Student Government Association
- b. FAMU Athletics
 - i. Football Team
 - ii. Baseball Team
 - iii. Women's Softball Team
 - iv. Men's Basketball Team
 - v. Women's Basketball Team
 - vi. Women's Volleyball Team
 - vii. Golf Team
- c. Department of Health, Physical Education, and Recreation
 - i. Physical Education Classes
- d. FAMU Army ROTC
- e. FAMU College of Law
- f. FAMU College of Pharmacy
- g. FAMU Marching 100 Band and Music Department
- h. FAMU DRS
- i. FAMU TRIO
- j. FAMU RIMS Program
- k. FAMU National Alumni Association
- l. National Rattler "F" Club
- m. Black Male Explorer Program
- n. Tallahassee Chapter of the 100 Black Men
- o. Godby High School Sand Volleyball Team
- p. Tallahassee Community College - Recreation Services
- q. Florida State University – Campus Recreation

VII. Awards and Recognitions (Departmental and/or Staff)

- a.** Department of Campus Recreation
 - i. 2020 – 2021 Division of Student Affairs Customer Service Award
- b.** FAMU Wrestling Club
 - i. Team maintained an overall GPA of 3.10

VIII. Proposed 2020-2021 Priorities

- a.** Generate support to secure a recreation fee at the university
- b.** Continue to fulfill and support all recruitment and retention initiatives of the university
- c.** Obtain Necessary Resources
 - i.** Outdoor Fields Fencing
 - ii.** New Parking Lot
 - iii.** Lights for New Soccer Field
 - iv.** New Departmental Website
 - v.** Staff Uniforms
 - vi.** University Vehicle
 - vii.** Copy Machine

**2020-2021 ANNUAL
REPORT
UNIVERSITY HOUSING**

ATTACHMENT

Q

FLORIDA A & M UNIVERSITY

ANNUAL REPORT

University Housing

Division of Student Affairs

2020-2021

Submitted By:

Jennifer A. Wilder, Ed. D

June 21, 2021

- ***Department Mission/Vision Statement***

The mission of the Office of University Housing is to promote a safe, clean, service-oriented, effectively managed, nurturing living-learning environment that is conducive to students' academic pursuits and personal growth while fostering a sense of community, civic responsibility, and an appreciation of diversity.

- Key Highlights (*Provide a bulleted list of 5-7 key highlights from the year*)

Facilities

- Successfully opened our newest residential facility FAMU Towers North and South for the 20-21 academic year during the Coronavirus pandemic.

Occupancy

- Due to the pandemic the decision was made to move from double occupancy to single occupancy only, which reduced our capacity for the academic year by 30%.

Professional Staff

- Due to the pandemic, both Assistant Directors served as interim Resident Directors for communities in their zone. The hiring of two Assistant Resident Directors proved to be wise decisions. These staff members provided direct supervision of student staff and additional support in the administration of these communities.
- To aid in recruitment efforts for vacant coordinator positions, the Assistant Directors hosted a series of webinars titled "FAMU Fridays".
- **Transitions**
 - The following candidates were hired to fill vacancies:
 - Kalea Jackson (Residence Education Coordinator)
 - Taylor Johnson (Resident Director)
 - Da'Monta Wiggins (Resident Director)
 - Jairus Williams (Resident Director)
 - Marny Marsh (Coordinator, Administrative Services)
 - Antwonnie McCloud (Computer Support Specialist)
 - Fidel Benton (Assistant Director, University Relations)
 - Former Residence Education Coordinator Thomas Range transitioned from the department in January 2021 for a role at Florida Southern College as Assistant Director for Student Success.
 - Senior Accountant Isley Marshall retired in February 2021.
 - Community Standards Coordinator and interim Resident Director for Palmetto South Alethea Oliphant transitioned from the department in June 2021 for a conduct-centered role at Florida State University.
 - Resident Director Pam Grissett opted to finish her contract and will transition from the department after June 30.
 - Marketing and Communications Coordinator, Aaliyah Wilkerson, transitioned to the Office of Communications on May 1, as Digital Content Manager

Student Leadership

I. Staffing by the numbers

- Started the academic year with 69 RAs and finished with 66 RAs.
 - 2 RAs resigned due to Covid 19 concerns.
 - 1 RA was terminated at the end of the Fall semester due to performance.
- Fall cumulative GPA = 3.38
- Spring cumulative GPA = 3.26
- \$234,451 in meal plan awards sponsored by the Vice President of Student Affairs office.

II. Recruitment and Selection

- For the first time, the 2021-2022 academic year saw the unit deploy a comprehensive process that sought to recruit Resident Assistants, Residence Hall Association (RHA) executive members, and Desk Assistants. This complete virtual process yielded 131 applicants. To accommodate candidates and housing staff, returner and new hire applicants submitted video interviews/presentations. New hire candidates participated in our Carousel group activity via Zoom. Building upon feedback from last year, the entire residence life team was involved. The committee was comprised of two co-chairs, the advisor for RHA, and senior RAs. During the Carousel group activity, each Resident Director hosted their own Zoom session, where candidates planned a program that meets Residential Education model objectives.
- In conclusion, this process exceeded expectations, due to uncertainty surrounding pandemic limitations. This process has a solid foundation that should continue to incorporate student leader participation in the process. Additionally, engaging candidates throughout each stage of the process was of benefit to the unit. For the first time, the team hosted a “Paperwork Review” day, where we assisted hired candidates with their application and HR documents, to prevent issues.

III. Additional Highlights

- The Assistant Directors for Residence Life recommended and approved a new RA compensation package. In previous years, student leaders received free room and a stipend of \$1250 (SRAs received \$1500) paid out over 2-3 installments. Starting in fall 2021, RAs will be compensated at \$10 per hour biweekly, while assuming responsibility for half of the lowest single room rate. Data was analyzed from internal and external surveys, as well as comparisons to SUS schools.

Assessment

- **Projects**

- **Fall 2020 Move-In Snapshot**
 - Number of participants = 620
 - Highlights –
 - 99% of residents’ rooms were ready upon arrival.
 - 93% found directional signage helpful.
 - 35% of residents had access/maintenance/custodial issues with their space. Most issues were cleanliness, keys/access.
 - We received an average customer service satisfaction score of 4.58 out of 5.
 - 98% of residents felt the move-in process went smoothly and was easy to understand.
 - 86% of residents would be interested in a Drop-N-Run style service that would allow them to move items in earlier.
- **1st 6 Weeks Snapshot**
 - Number of participants = 573
 - Highlights –
 - Respondents expressed that the three most important student success skills they wanted to improve were time management, building relationships, and getting involved on campus. Many of them shared that the COVID guidelines were what made these three skills highly desired.
 - 64% of students felt “slightly connected” to campus. Due to the pandemic, campus partners had to adjust program offerings.
 - The Res Life team had intentional interactions to provide support and resources who identified concerns regarding their mental health. Resident Directors were instructed to engage with each resident and report to the Assistant Directors context regarding the interventions.
- **End of Year Survey**
 - Number of participants = 652
 - Highlights –
 - Academic profile of respondents
 - Averaged 13.78 credit hours/5 classes.
 - Averaged 5 hours a day attending virtual courses.
 - Residence Life student and professional staff received high marks on visibility, being responsive to resident concerns, and providing pertinent information in a timely manner.
 - Respondents were largely dissatisfied with internet services/Wi-Fi.
 - Retention
 - 52% planned on returning to housing in Fall 2021.
 - The two leading causes for students not returning are cost and housing policies/inspections.
 - 72% of respondents were satisfied with their on-campus living experience.

- Participated in the FAMU Annual Day of Giving Campaign for the first time
 - “Give a Little Love to Housing” – raised \$3,398.00. The money went toward the purchase of new computer lab chairs for all the halls for the 21-22 academic year.

- ***Collaborations and Partnerships within Student Affairs***
 - Student Health Services to provide assistants with dispersing Covid-19 educational information, PPE, and support in providing meals to students in quarantine and isolation spaces.
 - Counseling Center to provide resources and referrals to student who expressed concerns regarding their mental health.

- ***Collaborations and Partnerships with other FAMU Areas and the Local Community***
 - Office of Academic Support and Institutional Services to provide virtual tutoring in the residence halls and Living Learning Communities
 - Business and Auxiliary Services (ROTC Waivers, Staff Meal Plans, Vending, Food Services Committee)
 - Facilities, Planning and Construction and Plant Operations Management (POM) (Facility improvements, maintaining Palmetto North for quarantine and isolation spaces for Covid-19 cases, and planning for demolition of Paddyfote and Truth)
 - FSU University Housing Department (Joint staff trainings and activities)

- ***Awards and Recognitions (Departmental and/or Staff)***
 - Departmental Award from DSA for Most Innovative Projects and Programs
 - Terence Turner graduated with his doctoral degree in December 2020 from Texas Southern University.
 - Shawn Odom graduated with his doctoral degree in April 2021 from North Carolina Agricultural and Technical University.
 - Dr. Terence Turner completed the Association of College and University Housing Officers International (ACUHO-I) Inaugural Leadership Academy May 27, 2021.
 - Jay Carroll, Resident Director, was selected to participate in The James C. Grimm National Housing Training Institute NHTI- May 25-27, June 1-3 (Virtual). NHTI provides a unique opportunity within the field of college and university housing for housing professionals to reflect on their experiences, focus on their continued professional development, and energize their commitment to the field. NHTI is an intensive workshop for those professionals committed to advancement within the field of campus housing. Individuals with three to seven years full-time housing experience are invited to apply. The competency model is the basis for the NHTI curriculum and serves as an assessment tool for daily workshops, discussions, and exercises.
 - Dr. Jennifer Wilder – served as a faculty member for the Regional Entry Level Institute (RELI) 4th Year cohort, May 24- 28 (Virtual)
 RELI is an intensive professional development experience for entry-level professionals who aspire to mid-level positions in housing and residence life. RELI is open to housing/residence life professionals with one to three years of experience. Participants are clustered with other participants and a faculty member who is a mid- to senior-level professional. In an effort to maintain the mentoring environment and ensure faculty/participant engagement, only 32

participants are selected per year. For RELI 2021 ONLY, 16 additional participants currently in their 4th year of professional work were selected for the program.

- Dr. Shawn Odom presented at the Southeastern Association of Housing Officers (SEAHO) Conference on “I’ll Get Back to You on That- A Middle Management Panel Discussion. This presentation was selected as a session for the Association of College and University Housing Officers- International (ACUHO-I) annual conference June 22-24,2021.

- ***Program Participation and Usage Data (Insert information regarding program contacts or counts, tutorial hours, facility usage statistics, office visits/appointments, etc.)***

Due to the Pandemic, programming was limited to smaller numbers and mostly virtual therefore the focus was on RAs reaching out to engage with residents individually.

- ***Retention Initiatives/Cohort Tracking Information (List any retention efforts your area has been involved with over the past year. Also provide any cohort tracking information.)***

- ***Proposed 2021-2022 Priorities.***

- Continued facility enhancements and demolition of building based on the 2018 Housing Facility Assessment Reports
- Continue to enhance our marketing efforts to increase our brand recognition.
- Policies and procedures that align with competencies expected by all staff within the department.
- Staff Development curriculum for all staff that aligns with standards of the profession.
- Effective use of assessment tools to inform decisions.

**2020-2021 ANNUAL
REPORT
CAREER &
PROFESSIONAL
DEVELOPMENT CENTER**

ATTACHMENT

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FLORIDA A&M UNIVERSITY

ANNUAL REPORT

DATE: May 20, 2022

Division of Student Affairs
Director of Career and Professional Development Center

2021-2022

Submitted By:
Bill H. Means, Ed.D.

A. Vision

The FAMU Career and Professional Development Center invests in the success of our students and alumni by providing strategic tools and perspectives to advance their careers.

MISSION

The mission of the Career and Professional Development Center is to deliver high-quality coaching, expansive experiential learning opportunities, and a wide industry network supported broadly by the worldwide Rattler alumni community. This approach contributes toward the diversity of FAMU and supports valuable community relationships in alignment with the university's strategic plan FAMU Rising.

B. Key Highlights (Provide a bulleted list of 5-7 key highlights from the year)

- Conceptualized and implemented the **Don't Cancel That Class** Series mapped to the NACE eight workplace competencies. Career Specialists and employers delivered a series of professional development workshops to classes at the instructor's request. Instead of faculty cancelling classes, Career and Professional Development taught from the CPDC curriculum for Don't Cancel That Class.
- Created the **CPDC Career Champion Program**. This program was comprised of faculty from Academic Affairs who served as allies for the career center to promote programs and services to their students. CPDC held monthly 30-minute checkins for the champions and employers also met with the group to share career opportunities for students. CPDC also presented the Career Champion of the Year Award.
- Added the **GoinGlobal software platform to iRattler** for the international student population to locate internships and career opportunities abroad and locate organizations willing to hire and sponsor H1B visa students. Since August, the FAMU site has had 8,220 job searches, 2564 internship searches and 296 H1B searches. Domestic students also use the site to locate opportunities abroad.
- Completed a **9-week external review with McKinsey and Company** to develop strategic initiatives to focus to elevate career services. One of those initiatives included the examination of outsourcing the 1st Destination Survey for seniors and recent alumni to Career Collective to gather CPDC KPI job, graduate school and salary data.
- Created the **CPDC Experiential Learning Committee** with representatives from each FAMU Colleges/Schools. Purpose of committee to expand experiential learning opportunities and track experiential learning numbers for the year.
- Created the **Micro-internship Partnership** with Parker Dewey
- CPDC had representation on the FAMU Strategic Planning Subcommittee for Student Academic Success.
- Created a series of **bi-monthly lunch-and-learn training seminars** for the career specialists.
- Three team members attended the **Southeastern Association of Colleges and Employers** conference in Houston, Texas in December 2021.

2021-2022 Student-Employer Impact and Engagement



RESUMES REVIEWED 1077



STUDENT APPOINTMENTS 1613

STUDENT PRESENTATION ATTENDANCE 2007



EMPLOYER EVENTS 2400

STUDENT JOB APPLICATION SUBMISSIONS 16,309



EMPLOYMENT POSTING (JOBS & INTERNSHIPS) 129,790



2021-2022 CAREER & INTERNSHIP EXPOS	EMPLOYERS	STUDENTS
FALL 2021 ALL MAJORS IN-PERSON	108	814
FALL 2021 ALL MAJORS VIRTUAL	78	809
FALL 2021 HEALTH PROFESSIONAL VIRTUAL FAIR	21	184
SPRING 2022 ALL MAJORS IN-PERSON	116	707
SPRING 2022 ALL MAJORS VIRTUAL	66	532
SPRING 2022 EDUCATION, SOCIAL SCIENCE, ARTS & HUMANITIES FAIR	92	159
	481	3205

MAKING THE MOST OF TECHNOLOGY

Software Tools Analytics

- HIRATION**
912 RESUMES
- BIG INTERVIEW**
465 INTERVIEWERS
- GOING GLOBAL**
8220 JOB SEARCHES
2564 INTERNSHIP SEARCHES
296 H1B VISA SEARCHES

INSTAGRAM INSIGHTS OVERVIEW

90 DAY INSIGHT FEBRUARY TO MAY

- ACCOUNTS REACHED 12.1K (51.3% INCREASE)
- ACCOUNTS ENGAGED 797
- TOTAL FOLLOWERS 2993
- 7 EMPLOYER SOCIAL MEDIA TAKEOVER
- APPROXIMATELY 300 POST

Professional Dashboard
Tools and resources just for businesses

1,095 Posts | 2,993 Follower

MU CPD Center
Education
Check the link
ktr.ee/hirearattler

Edit Profile | Ad | Insights | Contact

C. Retention Initiatives/Cohort Tracking Information (List any retention efforts your area has been involved with over the past year. Also provide any cohort tracking information.)

- a. Sophomore Celebration, March 2022, sponsored by Wells Fargo
- b. Help Create the Rattler Ready Digital Badging Program using the Suitable Platform
- c. Facilitated seminars for First-year experience courses & Conducted Focus 2 Assessments
- d. Increased marketing efforts through iStrike, Canva, Constant Contact and Instagram
- e. Increased emphases on experiential learning to first-year students and sophomores
- f. Support and collaborate with various academic learning communities including Engineering and Rattler's Rise LLC

D. Collaborations and Partnerships within Student Affairs

- a. Partnered with Admissions to Promote the Career Action Plan Mandates to Students
- b. Presented to Workshop to Academic Advising During the Year
- c. Partnered with Campus Recreation to Host the Freshment Cookout with over 900 students
- d. Efferson Student Union & Activities
- e. Rattler's Rise LLC
- f. Military and Veteran's Affairs
- g. New Student Orientation/ Orientation Leaders Program
- h. Office of Student Activities
- i. Scholarship Office
- j. Trio Programs
- k. Freshmen Studies to Develop the Rattler Ready Program using Suitable Platform

E. Collaborations and Partnerships with other FAMU Areas and the Local Community

- a. CSSHAS to implement the Education and CSSHAS Career Fair
- b. Collaborated to implement the Health Professions Fair with College of Allied Health
- c. Access Summer Bridge
- d. Big Ben Workforce Development Committee
- e. City of Tallahassee
- f. College of Agriculture and Food Sciences
- g. Jacksonville Chamber of Commerce
- h. College of Science & Technology
- i. Department of Sociology and Criminal Justice
- j. FAMU Athletics
- k. FAMU-FSU College of Engineering
- l. FAMU Engineering LLC
- m. Graduate Feeder Program
- n. First Year Experience Program and Freshmen Studies to Create Rattler Ready Program
- o. Greater Tallahassee Chamber of Commerce
- p. FAMU/Florida State University STEM Expo Fall 2021 and Spring 2022
- q. JCPenney Suit-Up Event
- r. National Society of Black Engineers
- s. Innovation Park to Host the Sandia National Laboratory 2-day Campus Visit
- t. School of Allied Health
- u. School of Allied Health Sciences
- v. School of Business & Industry
- w. School of Journalism & Graphic Communication for Micro-internships and their "Back to the Yard"

- x. School of Nursing
- y. School of the Environment Nexus Summit

F. Awards and Recognitions (Departmental and Staff)

- a. School of Graduate Studies and Research (Graduate Feeder Program Professional Development Series)

G. Proposed 2022-2023 Priorities

As a result of the 9-week McKinsey & Company Sprint, CPDC has identified 10 Career Success Initiatives to focus during the 2022-2023 academic year including Outsourcing the 1st Destination Survey (FDS) to Career Collective and implementing the Google Technology Certification Grant to FAMU students. See the chart below for the initiatives, descriptions and stakeholder owners/leads for the projects.

FAMU Career Success Initiatives – Overview			
Category	Potential initiatives (owner)	Status	Goal
Initiatives that the working group has prioritized for business case	Optimizing the Career and Professional Development Center (CPDC) (Ruby Taylor)		Identify the capabilities and resources of a best-in-class career center and design plan to bridge the gap between the current state of the CPDC and the aspirational state.
	Graduate School Preparation (Dr. Bill Means)		Develop plan to partner with standardized test prep company to offer discounted subscriptions or scholarships for students interested in taking graduate school standardized tests such as GRE, GMAT, LSAT, MCAT etc.
	Outsource FDS to Career Leadership Collective (Kiwanis Burr)		Increase the response rate of the first destination survey and the quality and depth of the data collected by outsourcing to Career Leadership Collective
Initiatives not requiring grant funding that can be supported with work planning	Employer Engagement (Sean Collins)		Refine partnerships with employer partners to prioritize high-impact professional development opportunities offered to FAMU students
	Career Action Plan (Dr Bill Means)		Finalize career action plan and prepare for summer launch.
	Experiential Learning (Dr Pia Woodley)		Develop centralized experiential learning tracking system across all FAMU colleges
	Alumni Advisory Board (Ranata Hughes)		Develop alumni advisory board to advise the career and professional development center on industry best practices
"Quick Win" Initiatives	Codification of key processes and events (Joshua Lowder)		Develop inventory of key processes and events related to the operations of the career and professional development center and codify them.
	Team Building for CPDC (Dr. Bill Means)		Host team building workshop for the Career and Professional Development staff
	Google Technology Certification Application (Dr. Bill Means)		Develop application for technology certification program sponsored by Google

**2020-2021 ANNUAL
REPORT
CASE MANAGEMENT**

ATTACHMENT

R1

FLORIDA A&M UNIVERSITY

ANNUAL REPORT

DATE: June 22, 2021

Division of Student Affairs

YEAR: 2020/2021

Submitted By: Kimberly M. Ceaser

I. Department Mission/Vision Statement

The Office of Case Management Services (OCMS) supports the mission of the University by maintaining a campus environment which is conducive to the recruitment, retention, personal development, and success of students. Specifically, we are an advocate for students; promote student involvement and provide programs which respond to the needs of diverse constituencies.

The OCMS staff applies practices that promote the mission of the University and Office. The staff prescribes and practices appropriate ethical behavior; and communicates effectively while initiating collaborations with individuals, departments, and community organizations; which ultimately enhance departmental functions. The OCMS staff encourage campus environments that promote opportunities for student learning and development, and they strive to improve the department in response to evolving student needs and institutional priorities.

II. Key Highlights (Provide a bulleted list of 5-7 key highlights from the year)

- All current students in the **Dorothy Henderson Scholars Program (DHSP 2020-2021)** are identified and communicated with weekly through email on various resources such as scholarships, internship opportunities, as well as other pertinent information.
- Students who receive the **DCF Waiver**, have an electronic/paper file updated in the system. I started verifying waivers with the agencies in the Spring 2020. This process is being completed for all new and updated waivers as I receive them. I implemented this process to avoid fraud or misrepresentation.
- **Website** has been created for Case Management Services. The Dorothy Henderson Scholars Program is listed on the site. www.famu.edu/cmservices. Procedures for DHSP is updated to the website as well. (March 2020)
- DHSP student's electronic and paper files are updated and organized alphabetically. (file cabinet is housed in my office). Tracking system is in place. (July 2020)
- **Career Clothing Closet** space has been organized and stocked with professional attire for students to wear to interviews, internships, career fairs, etc. (October 2020)
- The College of Education, Freshmen Studies gifted 3 young ladies who are students with dependents enrolled at FAMU, **gift cards for their Christmas wish list**. (December 2020)
- **Case Management Services Panty**, "Fuel the FAMUly " opened this year and it includes: Non-Perishable Food items, School Supplies, Personal Hygiene items, and House Cleaning Supplies (March 2021)
- I was **spotlighted** in March, which is Women's History Month by the Office of Freshmen Studies for the work that I do with the students at FAMU. (March 2021)
- A **committee** has been organized with 4 members to review waivers for the upcoming academic year as well as certification for new applicants. An application has been created for students to submit and be reviewed for assistance. (April 2021)
- **Grant Opportunity**. I collaborated with Dr. Cheree Wiltshire on a grant proposal to assist students who are homeless and have a food insecurity. The grant has been approved and funding will be available summer 2021. (May 2021)

- **Grant Opportunity.** I collaborated with Mrs. Nichole Jefferson on a grant to assist students in the homeless and foster care population. The grant will provide stocked refrigerators, “Back to School” items and gift cards from TARGET and Walmart stores and digital library resources in August. (June 2021)

III. Program Participation/Case Management and Usage Data (Insert information regarding program contacts or counts, tutorial hours, facility usage statistics, office visits/appointments, etc.)

I have documented office visits, phone calls (meetings) as well as zoom meetings for July 1, 2020 – December 31, 2020 & January 2021 – June 2021.

2020 (128)

2021, thus far (153)

IV. Retention Initiatives/Cohort Tracking Information (List any retention efforts your area has been involved with over the past year. Also provide any cohort tracking information.)

Dr. Kenisha Thomas, in the Social Work department and I are working on a DHSP Model, on *The Impact of a Single Point of Contact for at risk College Students at an HBCU.*

V. Collaborations and Partnerships within Student Affairs

- TRIO 2020, 2021
- Career Clothing Closet in collaboration with Career & Professional Development Center 2020, 2021
- Assessment Care Team 2020, 2021 (Student Concerns)
- Parents and Family Weekend Committee for 2021
- Financial Literacy 2020, 2021
- Housing, 2020, 2021

VI. Collaborations and Partnerships with other FAMU Areas and the Local Community

- Department of Children & Families (DCF) contact: Abigail
- Positive Pathways/Educate Tomorrow (foster care liaison) contact: Steve
- Kearney Center (Homeless Shelter) contact: Lori
- City Walk Urban Mission (Homeless/Transitional Shelter) contact: Kevin
- Chelsea House (Transitional Shelter) contact: Beth
- Big Bend Homeless Coalition (housing grant opportunity) contact: Felecia
- Freshmen Studies contact: Jennifer

VII. Awards and Recognitions (Departmental and/or Staff)

- I was spotlighted in March, which is Women’s History Month by the Office of Freshmen Studies for the work that I do with the students at FAMU. (March 2021)
- Division of Student Affairs Award Ceremony 5/19/21. Nominated for 2 awards, Collaborative Colleague and Distinguished Professional. (May 2021)

Media:

1. Documentary created by student journalist Ciara Brown, is about Student Homelessness featuring Kimberly Ceaser, DHSP Coordinator. (March 11, 2021)
<https://www.ciarasden.com/about-me-1>.

2. Interview completed with a student journalist relating to homelessness and Dorothy Henderson Scholars Program. "Dorothy Henderson Scholars Thrive Despite Diversity". Kimberly Ceaser, Dorothy Henderson Scholars Program Coordinator is mentioned. (February 16, 2021)
<http://www.thefamuanonline.com/2021/02/16/dorothy-henderson-scholars-thrive-despite-adversity/>
3. Freddie Figgers of the Figgers Foundation donated a sum of \$8,000 to 15 students experiencing financial difficulties in the Dorothy Henderson Scholars Program. A \$500 check was written to the 15 students and also a \$500 check was written to FAMU Foundation and presented to Kimberly Ceaser, Coordinator of DHSP for students. (February 24, 2021)
<https://www.tallahassee.com/story/life/causes/2021/03/09/famu-students-receive-grants-figgers-foundation/4621488001/>
4. Interview completed with WCTV for Dorothy Henderson Scholars Program, spotlighting the concern on homelessness. Kimberly Ceaser, Coordinator for Dorothy Henderson Scholars mentioned in the article. (September 24, 2020)
<https://www.wctv.tv/2020/09/24/famu-students-overcome-odds-after-struggling-with-homelessness/>
5. Jonas Laboo, recipient of the Hennessy Fellows Program and student at Florida A&M, gifted 10 students in the DHSP 100.00 worth of groceries each. Featured Kimberly Ceaser, Coordinator for Dorothy Henderson Scholars. (May 10, 2020)
<https://www.dropbox.com/s/hx3fr1qv87b7bo3/Jonas%20LaBoo%20Community%20Event%20%40%20Piggly%20Wiggly.mp4?dl=0>.

VIII. Proposed 2021-2022 Priorities

1. **Food Insecurity:**
The Case Management Services Pantry was implemented as a resource to students experiencing a food insecurity.
2. **Housing Insecurity:**
I would like to provide as much assistance as possible to students with a housing insecurity on and off campus.
3. **Program Development Model:**
Dr. Thomas and I are creating a program development model to begin in the fall of 2021 for students in the DHSP.
4. **Financial Education Services:**
Educating students on how to improve their overall financial literacy. (Collaboration with Financial Aid Services)

**2020-2021 ANNUAL
REPORT
ACADEMIC ADVISING**

ATTACHMENT

R2

FLORIDA A&M UNIVERSITY

The Center for Academic Advising
ANNUAL REPORT

Division of Student Affairs

2020 - 2021

Submitted By:

Dr. Sabrina F. Edwards
Director

DATE

June 25, 2021

- I. Department Mission/Vision Statement***
- II. Key Highlights (Provide a bulleted list of 5-7 key highlights from the year)***
- III. Program Participation and Usage Data (Insert information regarding program contacts or counts, tutorial hours, facility usage statistics, office visits/appointments, etc.)***
- IV. Retention Initiatives/Cohort Tracking Information (List any retention efforts your area has been involved with over the past year. Also provide any cohort tracking information.)***
- V. Collaborations and Partnerships within Student Affairs***
- VI. Collaborations and Partnerships with other FAMU Areas and the Local Community***
- VII. Awards and Recognitions (Departmental and/or Staff)***
- VIII. Proposed 2014-2015 Priorities***

I. Department Mission/Vision Statement

The mission of the Undergraduate Student Success Center is to support student recruitment, retention, progression, and graduation through the establishment of critical thinking skills conducive to the core values of Florida Agricultural and Mechanical University (FAMU). It provides a forum for discussion, debate, and exchange of ideas through university wide trainings and seminars designed to introduce global strategies to assist with student development. The Office offers programs and services that promote student learning, development, persistence, completion and student-satisfaction.

II. Key Highlights (Provide a bulleted list of 5-7 key highlights from the year)

Department Goal: The Center for Academic Advising provides exceptional student experience and outstanding customer service.

Major Key Components for the Center for Academic Advising Includes:

- The academic advisors contribute daily to student's satisfaction. The attached document/presentation will provide an analysis of how satisfied students are with the services provided by academic advising.
- The Center for Academic Advising has a Director, 2 Lead Advisors and 38 Academic Advisors. The Director finalized interviews for the Assistant Director on April 15, 2021. The Director anticipates that the new assistant director will be onboard by July 9, 2021.
- The Center for Academic Advising implement IRATTLER Training to engage students, and support their understanding regarding the advising and registration process. The training will be ongoing quarterly during the academic semesters. This ongoing training will have an impact on the student survey regarding academic advising.
- The Director for Academic Advising has collaborated with the Office of the Registrar to ensure that academic advisors has the necessary resources to adequately advise students appropriate by conducting the following:
 - Follow-up regarding high school transcripts
 - Foreign Language Requirements
 - Posting of Dual Enrollment Credits
 - Posting of Transferable Credits

III. Program Participation and Usage Data (Insert information regarding program contacts or counts, tutorial hours, facility usage statistics, office visits/appointments, etc.)

The Center for Academic Advising Student Satisfaction Survey
Default Report from Qualtrics

Academic Advising Satisfaction Survey

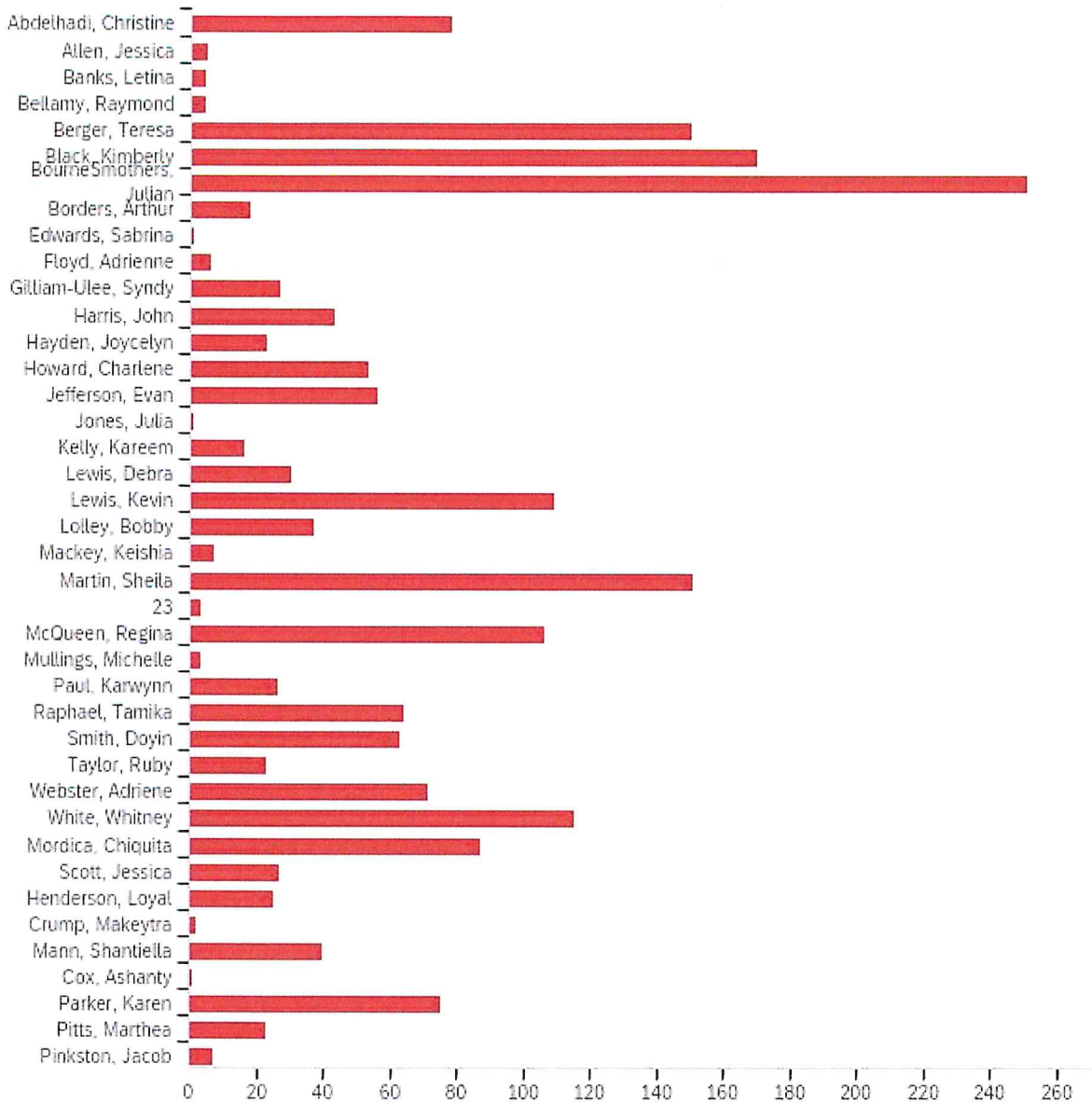
Retrieved June 23rd 2021, 2:44 pm MDT

The following data, are results of the 2020-2021 student satisfaction surveys that was developed by the Center for Academic Advising to support and validate advising services, while necessary feedback from students are given to effectively evaluate and support the following departmental goals/objectives:

- **Teach and Engage Advisees (Students)**
- **Provide Exceptional Student Experience and excellent customer service**
- **Promoting a conducive advising environment**

The results presented demonstrates a continuous need for improvement. The 2021 Assessment Report was fully supported by the data provided, as a result the Center for Academic Advising met its departmental goals/objectives.

Q1 - Who did you meet with today?



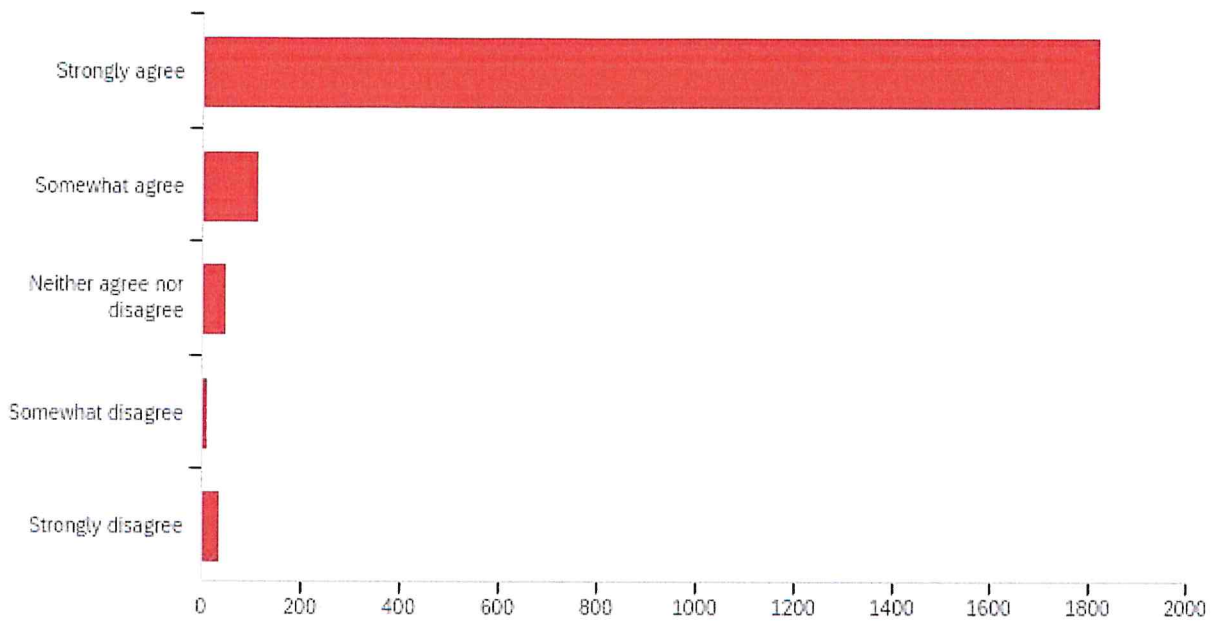
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Who did you meet with today?	1.00	40.00	18.48	11.21	125.76	2001

Dr. Julian Bourne Smothers has the highest percentage of distributing the student survey after the academic advising sessions. Dr. Julian Bourne Smothers will receive recognition at the Summer 2021 Academic Advising Retreat.

#	Answer	%	Count
1	Abdelhadi, Christine	3.90%	78
2	Allen, Jessica	0.25%	5
3	Banks, Letina	0.20%	4
4	Bellamy, Raymond	0.20%	4
5	Berger, Teresa	7.50%	150
6	Black, Kimberly	8.50%	170
7	BourneSmothers, Julian	12.54%	251
8	Borders, Arthur	0.90%	18
9	Edwards, Sabrina	0.05%	1
10	Floyd, Adrienne	0.30%	6
11	Gilliam-Ulee, Syndy	1.35%	27
12	Harris, John	2.15%	43
13	Hayden, Joycelyn	1.15%	23
14	Howard, Charlene	2.65%	53
15	Jefferson, Evan	2.80%	56
16	Jones, Julia	0.05%	1
17	Kelly, Kareem	0.80%	16
18	Lewis, Debra	1.50%	30
19	Lewis, Kevin	5.45%	109
20	Lolley, Bobby	1.85%	37
21	Mackey, Keishia	0.35%	7

22	Martin, Sheila	7.55%	151
23	23	0.15%	3
24	McQueen, Regina	5.30%	106
25	Mullings, Michelle	0.15%	3
26	Paul, Karwynn	1.30%	26
27	Raphael, Tamika	3.20%	64
28	Smith, Doyin	3.15%	63
29	Taylor, Ruby	1.15%	23
30	Webster, Adriene	3.55%	71
31	White, Whitney	5.75%	115
32	Mordica, Chiquita	4.35%	87
33	Scott, Jessica	1.35%	27
34	Henderson, Loyal	1.25%	25
35	Crump, Makeytra	0.10%	2
36	Mann, Shantiella	2.00%	40
37	Cox, Ashanty	0.05%	1
38	Parker, Karen	3.75%	75
39	Pitts, Marthea	1.15%	23
40	Pinkston, Jacob	0.35%	7
	Total	100%	2001

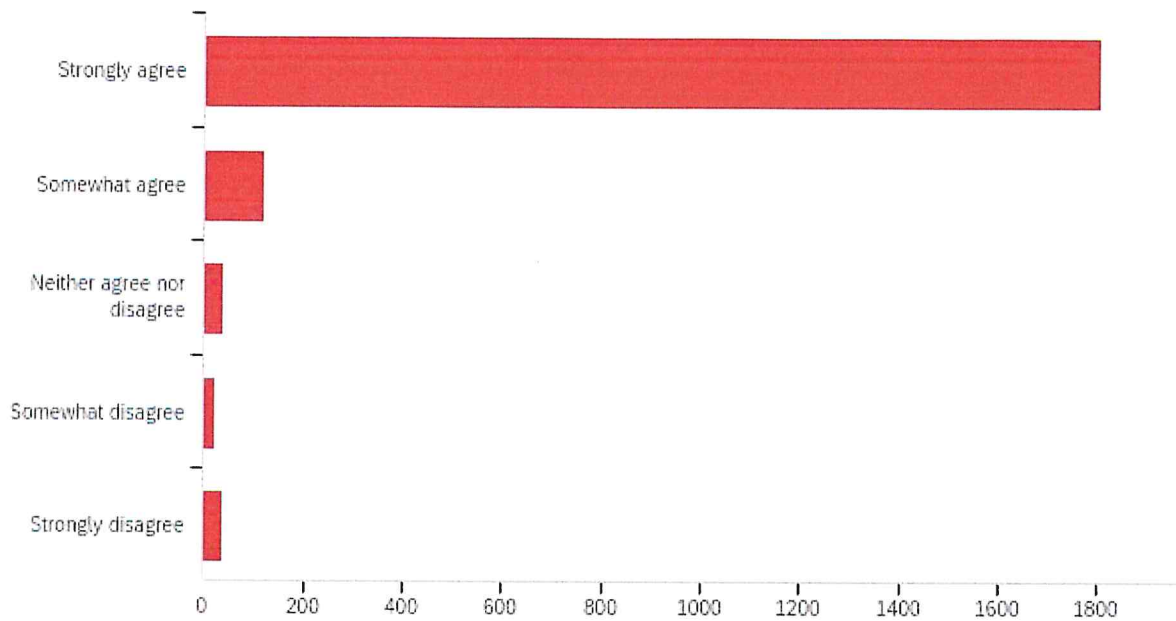
Q2 - The Academic Advisor greeted me and was welcoming.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Academic Advisor greeted me and was welcoming.	1.00	5.00	1.19	0.66	0.44	2028

#	Answer	%	Count
1	Strongly agree	89.89%	1823
2	Somewhat agree	5.57%	113
3	Neither agree nor disagree	2.27%	46
4	Somewhat disagree	0.54%	11
5	Strongly disagree	1.73%	35
	Total	100%	2028

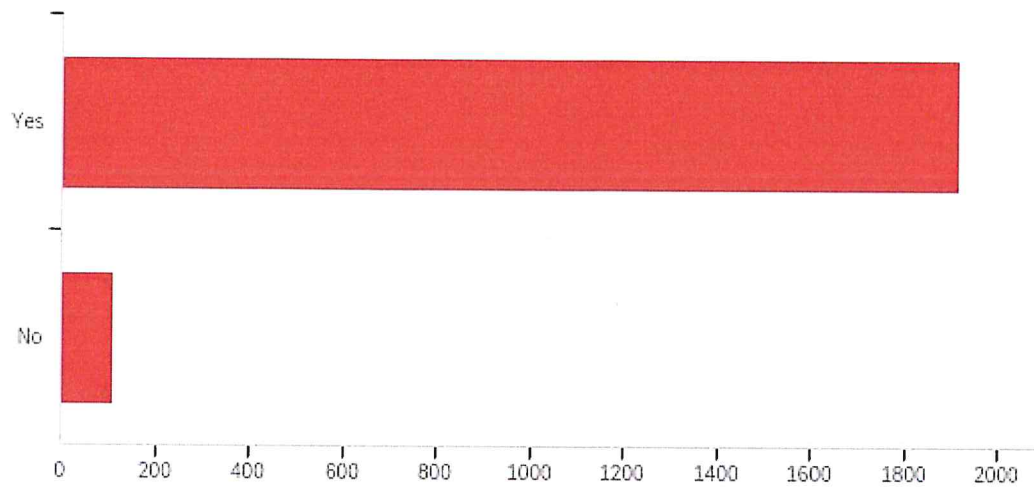
Q3 - The Academic Advisor listened and acknowledged my concerns.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Academic Advisor listened and acknowledged my concerns.	1.00	5.00	1.21	0.71	0.51	2028

#	Answer	%	Count
1	Strongly agree	89.05%	1806
2	Somewhat agree	5.92%	120
3	Neither agree nor disagree	1.97%	40
4	Somewhat disagree	1.08%	22
5	Strongly disagree	1.97%	40
	Total	100%	2028

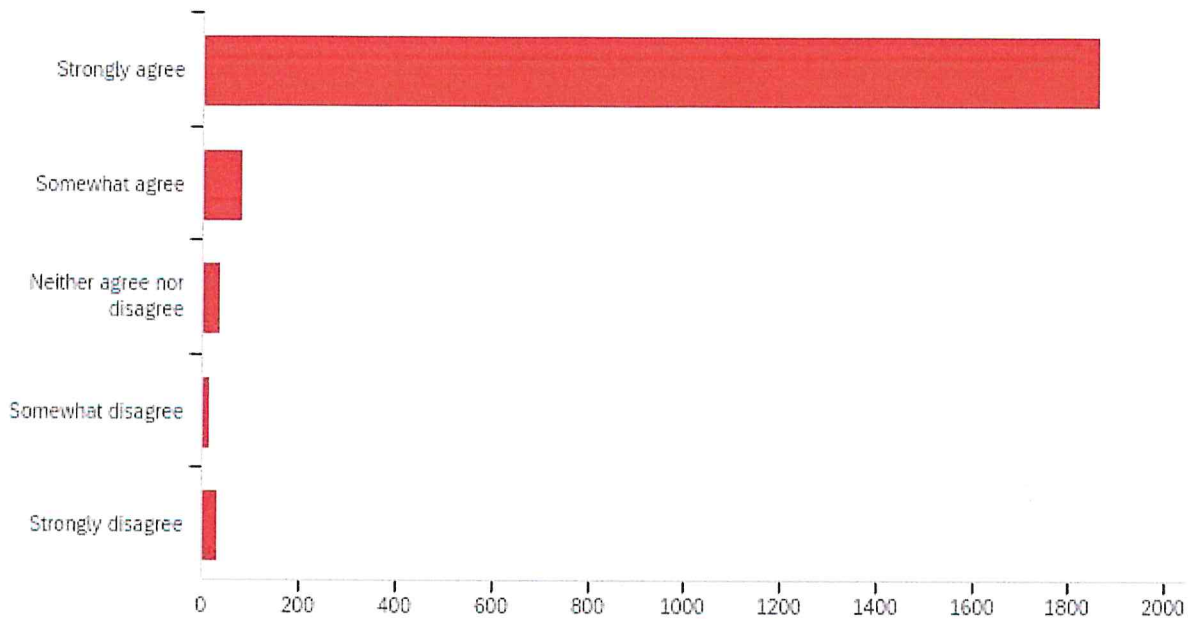
Q4 - The Academic Advisor's office hours are posted.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Academic Advisor's office hours are posted.	1.00	2.00	1.05	0.23	0.05	2028

#	Answer	%	Count
1	Yes	94.58%	1918
2	No	5.42%	110
	Total	100%	2028

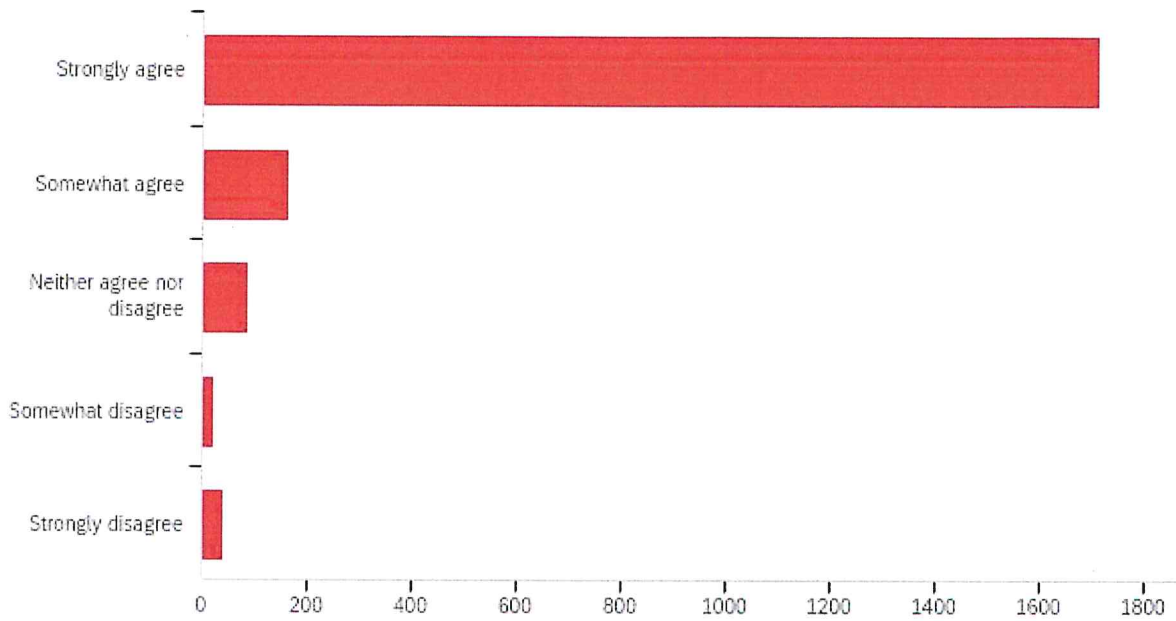
Q5 - The Academic Advisor maintained professionalism throughout the session.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Academic Advisor maintained professionalism throughout the session.	1.00	5.00	1.16	0.62	0.39	2028

#	Answer	%	Count
1	Strongly agree	91.96%	1865
2	Somewhat agree	4.09%	83
3	Neither agree nor disagree	1.78%	36
4	Somewhat disagree	0.64%	13
5	Strongly disagree	1.53%	31
	Total	100%	2028

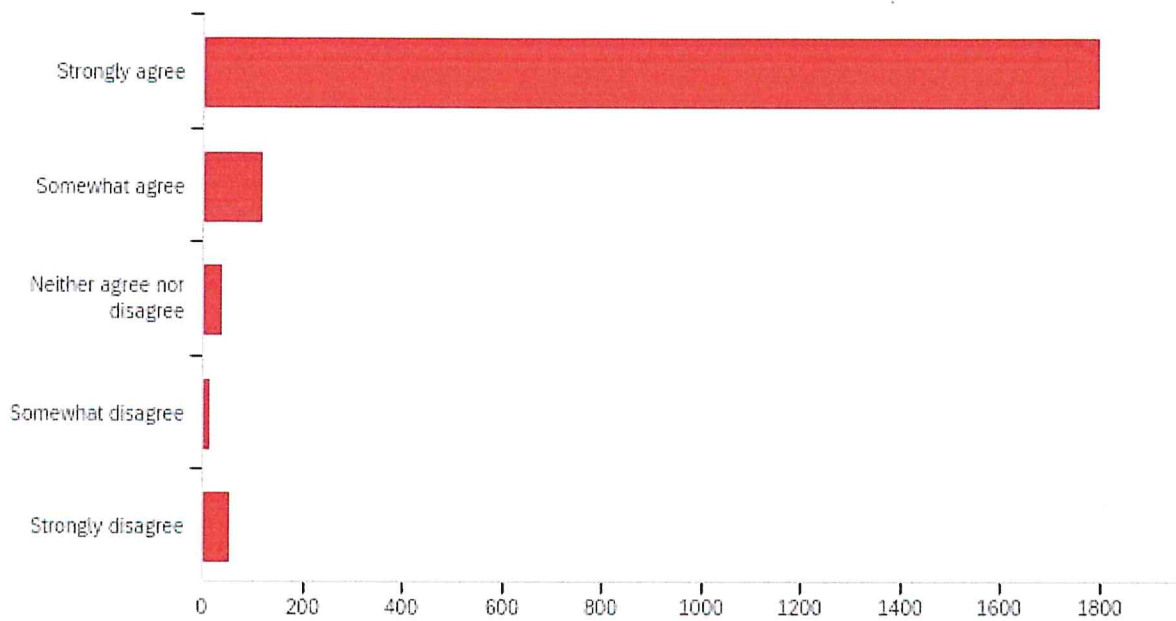
Q6 - After the academic advising session, I am able to navigate my Academic Advisement Report.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	After the academic advising session, I am able to navigate my Academic Advisement Report.	1.00	5.00	1.28	0.77	0.59	2028

#	Answer	%	Count
1	Strongly agree	84.57%	1715
2	Somewhat agree	8.04%	163
3	Neither agree nor disagree	4.34%	88
4	Somewhat disagree	1.04%	21
5	Strongly disagree	2.02%	41
	Total	100%	2028

Q7 - My overall experience of the academic advising environment was positive.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	My overall experience of the academic advising environment was positive.	1.00	5.00	1.23	0.76	0.58	2028

#	Answer	%	Count
1	Strongly agree	88.81%	1801
2	Somewhat agree	5.87%	119
3	Neither agree nor disagree	1.87%	38
4	Somewhat disagree	0.79%	16
5	Strongly disagree	2.66%	54
	Total	100%	2028

Q8 - Please provide additional feedback regarding your academic advising experience.

A full list of responses can be presented upon request.

Please provide additional feedback regarding your academic advising experience.

Ms. Mann is awesome...she is so helpful and she really takes time to meet the needs of the student.

Mrs. Karen has been extremely helpful in helping me make an academic plan to get back in good academic standing by the end of last semester. She's been a tremendous help to me and has been very thoughtful when addressing every question I ask and every problem I needed to solve. Thank you Mrs. Parker!!

it was good .

She was helpful while answering all my questions and assuring me of what needed to be done.

My advisor Ms. Webster is not helping me at all. She keeps redirecting me to New Student Orientation but never explained how to contact them. It's hard to ask my advisor questions when she is sending me to the next office.

Lack communication

N/A

n/a

Yes

Ms. Black was so kind and knowledgeable. She's the best!!!

When having the first zoom meeting she was not very welcoming and was very hostile with me which i didn't know why when all i was trying to do was get back on track

She met with me in a very timely manner and thoroughly explained the things I needed.

Mrs. Black consistently provides EXCELLENCE with caring service. I am so thankful for her services.

Mr. Pinkston was great. He responded in a timely manner and answered my question clearly or thoroughly

My academic advisor is excellent

She was very helpful

n/a

it was very helpful

Great job, very attentive. She provided information before asked. Also she asks general questions that were helpful, like my favorite color and about my family. I liked that, it helped our session go smoothly.

Ms. Black is very helpful

Thanks so much!

N/A

N/A

As it were i did not get a clear direction as expected. It was like my views were not sort to

Am yet to meet the advisor

Very productive

Awesome meeting and advising was superb

If there was ever an academic advisor that is equipped with the skill set she has God kept that advisor for Himself. She was friendly, precise, knowledgeable and even caring. This is rare. She listened and then walked me through the process of obtaining a solution. She is thorough and familiar with university policies and procedures and being a veteran I am accustomed to SOP's. Thank you Mrs. Webster. You and Dr. Edwards has made my first interaction with faculty great. Ready for the "Hill"

Satisfactory

N/A

Great communication

She was personable and you could tell she cares for the students. She also gave me information and academic advice that no one else has.

Does not answer emails or return phone calls.

Quick responses to email and very helpful

The session was to the point, very thorough and gave me hope for future endeavors.

N/A

N/A

N/A

N/a

It was perfect

best advisor ever

N/A

None

best advisor ever, she helped me with everything and was genuine through the whole process

None

Mr. Henderson was informative, punctual, and welcoming. He showed genuine interest in my career aspirations and provided me with resources to accomplish them. Very positive interaction!

Great

Great advisement!

I don't feel like I'm getting the assistance I need. I still have unanswered questions.

A definite improvement from the last advisor, thank you for attentive attitude and willingness to help

Best advising I've experienced so far at FAMU.

awesome advisor. Glad you were my advisor

Ms. Black is amazing and flawless

As a return student I am extremely pleased with my advisors.

My advisor Jessica Robinson does not respond to emails at all. She's no help I would like a new advisor

I appreciate Mrs. McQueen's patience and suggestions to help me register for classes.

N/a

N/A

It was great

She was very nice to me

great

Mrs. Bourne always helps me and I enjoy the support. She keeps me in line and is very supportive of my success. I had a much better semester this year because she has share words of wisdom to me.

Good

Great job.

She is amazing. She goes above and beyond to help me.

Very supportive

The experience was helpful

I am very grateful to have her.

She is always amazing.

N/a

Always helpful

Love Ms. McQueen. Really feels like she cares and her goal is to get me to graduate.

Great help

She's very prompt and efficient.

Great communication

My advisor is the most informative and productive advisor I have had since attending the university.

My session was magnificent. My advisor cares and fights for my success at FAMU.

She did response fast and professional

Overall, great

Ms. Webster is a great adviser, makes me feel very welcomed

My Advisor helped me out figuring what classes that I needed to have and that I am on the right track!

Ms. Black is very helpful and concerned with my progress.

She is an overall great advisor.

N/A

The experience with my academic adviser is always lovely. I have no complaints.

I

She has been helping me out alot this semester. I appreciate her willingness to help.

Mr. Lewis is great.

Mr. Lolley is a great, professional advisor. He is amazing and timely!

Mr. Lewis has always been my advisor and does an amazing job making sure he can focus on my needs. I hear a lot of horror stories about other students and their advisers and I'm beyond happy I don't have to live through that.

Great

She is amazing

My advisor responded to my emails timely so I can take action promptly. Thank you

Mrs. McQueen is the best academic advisor in the world. she is so caring and really takes her time with having genuine conversations with her students to make sure they are elevating to that next level

N/A... Great Job

A wonderful experience that covers all the bases for any person wondering about their classes and their advancement.

all things went well

Very helpful and understanding

N/A

She listened to everything I said asked how I was doing in my classes and was very understanding.

Very helpful

N/A

Provided detailed information about what I needed to do

Great advsior!

Thanks for returning calls timely.

very understanding went out of the way to help explain my classes to my parents.

Advisement session was for upcoming Fall 2021 Semester

Extremely attentive and helpful

Everything went smoothly and was handled in a professional manner.

My advising was very professional but Ms. Julian made me feel safe and comfortable when being advised.

N/A

n/a

No

There is a lot of run-around for me to get an answer. Thankfully Ms. Scott was able to assist me very quickly. However, getting to her was quite difficult. My initial advisor resigned and I didn't even know nor did most of the staff know. I know many are working from home now so contact is a bit more difficult, but I had been trying to have this issue resolved since the beginning of the semester and it got done the last day of the deadline. Mrs. Scott was wonderful but this process needs to be more streamlined.

Helpful

McQueen has been the most helpful person

Ms. McQueen is a great advisor. She is patient and answers all of my questions and gives great guidance!

My Advisor is always quick to answer my emails, she is always clear and provides me with in additional information I need

she is a great advisor

Mrs. McQueen is so friendly and nice!

There is none

Kept it short and easy

thanks

She was very helpful and guided me in the right direction for my future academic plans.

Kind and very helpful.

Very helpful!

Mrs. Jessica Scott was such a great help! Her timely email response was superb and she answered all of my questions and concerns with my first email. Such a great advisor and I appreciate her awesome willingness of assistance. She was only helping me a situation of mine but I do wish she can continue to be my advisor.

Nice

My advisor is very helpful and understanding.

N/A

Very simple and helpful

n/a

N/A

All was copacetic

Great help!!

N/A

Ms. Martin is the best

Great advisor

N/A

Cares about students; helpful; has options!

I am not finding the assistance I need

Always professional

Mrs. Scott was an excellent advisor

Excellent

Excellent

He's awesome

None

Ms. Scott is very prompt when replying to emails

It was very helpful and detailed

Everything went smoothly

Very helpful

Dr. Martin did a great job advising me

Ms. Black is an excellent advisor. I strongly advise her to stay with the college of education.

Ms. Black is always positive and encouraging.

She helped me with all of my questions

Great experience

Showed great professionalism and answered all my concerns

Short and Easy.

My experience was awesome!

she is great

I did not have any concerns.

Great!

She was very welcoming. And provided me information about summer classes. Overall, she did a wonderful job.

She was very nice, gave good info, and was quite professional throughout the meeting

ok

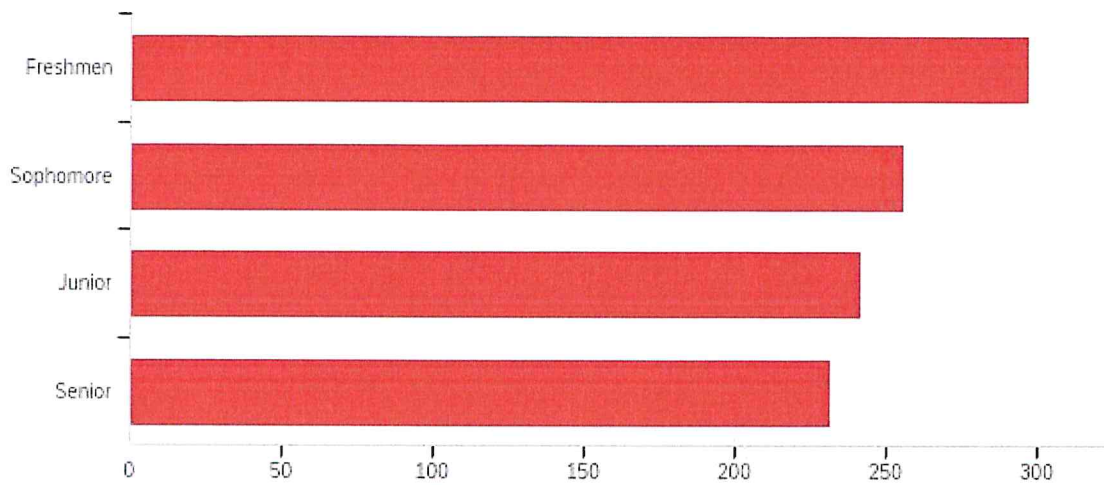
She was great, she answered all my questions and asked about all my classes.

Everything was perfect

I am a readmit and somehow when rattler was renovated my major was changed. Now it is taking so long to be able to have the major changed so I can pull the what if report. I hope to graduate in the fall and hope that I am in the right courses and that once my major is changed Mr. Lewis will be able to guide me through these things thus far everyone I've been in contact with for academic advising has been a champion and helpful

Thank you for you caring actions and awesome service.

Q9 - Classification



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Classification	1.00	4.00	2.40	1.13	1.27	1027

#	Answer	%	Count
1	Freshmen	28.92%	297
2	Sophomore	24.93%	256
3	Junior	23.56%	242
4	Senior	22.59%	232
	Total	100%	1027

I. Collaborations and Partnerships within Student Affairs

The Director for Academic Advising participates in bi-weekly divisional meetings with the Vice President for Student Affairs.

The Director for Academic Advising has developed a consistent collaboration with the Office of Admissions and Transfer Services to ensure that new and transfer students are provided the necessary resources, ensuring a smooth matriculation process.

II. Collaborations and Partnerships with other FAMU Areas and the Local Community

- Office of Transfer Services – Collaboration regarding Transfer Fair at Tallahassee Community College. Academic Advisors are actively involved in the TCC to FAMU process, while providing full details of academic programs, to include academic advising process to new prospective students arriving from Tallahassee Community College.
- FYE/Office of Freshmen Studies- The Center for Academic Advising assist with the coordination of its inaugural program implementation for the Freshmen Year Experience.
- Access Summer Bridge (ASB) - The Center for Academic Advising assist with the
- Office of the Registrar - The Director of Academic Advising established a collaboration with the Office of the Registrar to ensure that academic advisors have the necessary resources to adequately advise students appropriate by conducting the following:
 - Release of Academic Indicators/Holds (Warning, Probation and Suspension)
The Director for Academic Advising submits request (excel spreadsheet) to remove Warning, Probation and Suspension to Registrar Office (Ms. Ava Williams). The excel spread sheet is compiled and sent daily. This process is effective and ensures that the Office of the Registrar is responsible for processing the academic status of all students.
 - Follow-up regarding high school transcripts
 - Foreign Language Requirements
 - Posting of Dual Enrollment Credits
 - Posting of Transferable Credits

III. Awards and Recognitions (Departmental and/or Staff)

Mrs. Christine Abdelhadi, Academic Advisor submitted an award-winning proposal for the **2021 NACADA Annual Conference**.

Dr. Julian BourneSmothers completed her Doctoral Studies.

IV. Proposed 2021-2022 Priorities

- Continue to provide exceptional student experience
- Continue to provide outstanding customer service
- Engage students (advisees) regarding the advising process

- Encourage collaboration and teamwork among the staff
- Provide consistent Professional Development for Staff
- Develop Academic Advising Manual
- Develop Academic Advising Website

Directors Annual Report Summary

The Director for Academic Advising continues to strategically manage and deliver effective managerial and program procedures to ensure that students are provided with an exceptional student experience and outstanding customer service. The Center for Academic Advising will continue to work through a collaborative campus community, while striving to promote student success and quality academic advising to support a diverse population of students at Florida A&M University.

**2020-2021 ANNUAL
REPORT
UNDERGRADUATE
ADMISSIONS**

ATTACHMENT

R3

FLORIDA A&M UNIVERSITY

ANNUAL REPORT

DATE:

June 28, 2021

Division of Student Affairs

2021

Submitted By:

Chester Hood

I. Department Mission/Vision Statement

Mission: To evaluate applicant files and serve a diverse student population while maintaining integrity of the admissions process ensuring efficient and consistent evaluation of credentials.

Vision: The FAMU Office of Undergraduate Admissions will engage in professional practices and provide services to prospects, parents, applicants, students, counselors, and academic schools and colleges.

II. Key Highlights (Provide a bulleted list of 5-7 key highlights from the year)

- Improved our Customer Service
 - Implemented and Maintain a Virtual Zoom Monday – Friday (9:00 am - 12:00 pm & 1:00 pm – 4:30 pm) back system to ensure all students we contacted in less than 24 hours
 - We implemented the university Email and telephone protocol
 - We decrease the number of unanswered calls to the admissions office
- Restructured Application Assignments
 - This provided each Academic College/School a personal contact in Admissions
 - It also provided a more effective way of tracking counselor productivity.
- Decreased the number of Profile students from previous year
 - 34% Profile in 2018
 - 17% Profile in 2019
 - Projecting less than 7% in 2020 (CeDAR Students are included in that number)
- Implemented Guaranteed Decisions Dates
 - We met our deadline on 4 of our 5 dates (Covid 19 interfered with 5 date)
- Implemented Auto Decisions Process
 - Auto Admit
 - Auto Redirect (including 60 Day incomplete application)
 - Auto reconsideration
- Prepared all required State and Federal Reports by deadline
 - BOG Admissions file and IPEDS

III. *Program Participation and Usage Data (Insert information regarding program contacts or counts, tutorial hours, facility usage statistics, office visits/appointments, etc.)*

- a. Table 1: Total Applications and Comparison to Prior Year.
- b. Table 2: Percentages Based on Program Decisions by Semester with Comparison to Previous Year.
- c. Table 3: ACT & SAT Test Score Mean and Median
- d. Table 4: Telephone, Office Visits and Zoom Counts

Table 1: Total applications and comparison to prior year.

Summer & Fall 2020 AND Spring 2021						
Student Type	Applied	Previous Year Applied	Admitted	Previously Admitted	% Applicants Admitted	% Previous Year
FTIC	9872	10654	3175	3901	32%	37%
FCC	1272	1392	701	798	55%	57%
TRF	1176	1270	423	447	36%	35%
2nd Bachelors	137	163	85	88	62%	54%
Green mean we met or Exceeded previous year number or percentage. Red mean we fell below Last years's Number or Percentage						

Table 2: Percentages based on program decisions by semester with comparison to previous year.

Summer 2020						
Admit Type	% Admitted	% Py	% Redirect	% PY	Canncale	% Py
FTIC	45%	52%	45.9%	45.6%	9%	9%
FCC	38%	55%	40.0%	36.1%	22%	9%
TRF	23%	45%	57.7%	51.4%	20%	11%
2nd Bachelors	31%	58%	46.2%	41.7%	8%	
Fall 2020						
Admit Type	% Admitted	% Py	% Redirect	% PY	Canncale	% Py
FTIC	30%	34%	62.6%	61.1%	7%	6%
FCC	58%	59%	37.5%	39.7%	4%	2%
TRF	38%	35%	58.8%	62.8%	2%	4%
2nd Bachelors	70%	50%	22.9%	43.7%	1%	
Spring 2021						
Admit Type	% Admitted	% Py	% Redirect	% PY	Canncale	% Py
FTIC	11%	14%	83.5%	82.6%	6%	3%
FCC	55%	55%	40.8%	42.0%	4%	3%
TRF	32%	33%	60.4%	65.6%	6%	2%
2nd Bachelors	56%	60%	14.6%	35.4%	15%	4%

Table 3: ACT & SAT Test Score Mean and Median

Componet	Summer 2020		Fall 2020		Spring 2021				
	EBRW	Maths	EBRW	MATHS	EBRW	MATHS			
MEAN	509.02	527.71	542.24	567.66	510.00	540.00			
Median	510.00	520.00	540	560	505.00	535.00			
ACT	ENGL	MATH	READ	ENGL	MATH	READ			
MEAN	20.40	19.12	21.51	22.77	21.63	23.95	20.36	21.33	19.50
MEDIAN	21.00	19.00	21.00	22.00	22.00	23.00	19.00	17.00	21.00

Table 4: Telephone and office visits counts

Customer Service Totals	
Total Calls	53785
Average per month	4482
Office Visits	220
Zoom Visits	1497

IV. Retention Initiatives/Cohort Tracking Information (List any retention efforts your area has been involved with over the past year. Also provide any cohort tracking information.)

None to Report

V. Collaborations and Partnerships within Student Affairs

1. Freshmen/Transfer Orientations
2. Orientation Planning Meetings
3. Recruitment Training Workshop
4. Spring And Fall Preview
5. Prior Conduct Review Committee

Collaborations and Partnerships within Student Affairs Cont'd

6. Rattler Preview Days
7. FAMU Pre-Arrival Workshop
8. One-Stop-Shop
9. Center For Disability Access And Resources
10. Enrollment Management Meeting - Bi-Weekly

VI. *Collaborations and Partnerships with other FAMU Areas and the Local Community*

1. Conducted a training session with new Academic Advisers: Chester Hood
2. Information Technology Services: Sophia Gasper, Cassandra Kirksey & Chester Hood
3. Registrar's Office to improve processes and services: Chester Hood, Mitchie Stewart, Sophia Gasper
4. Athletics: Mitchie Stewart, Chester Hood
5. Band Students: Khristen Johnson
6. Undergraduate Student Success: Shakia Jackson,
7. Recruitment Data Council Meeting: Dr. Carl Starling, Khristen Johnson, Chester Hood
8. TRiO Academic Support: Chester Hood, Shakia Jackson
9. Data File Committee: Sophia Gasper, Khristen Johnson, Cassandra Kirksey, Mitchie Stewart, Shakia Jackson & Chester Hood

VII. *Awards and Recognitions (Departmental and/or Staff)*

No Awards or recognitions this year

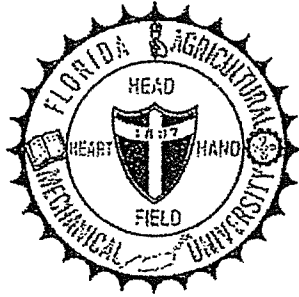
VIII. *Proposed 2021-2022 Priorities*

1. Continuous commitment to Improving the Student Experience by implementing the best practices in regards to customer service.
2. Implementing our Self-Reporting Transcript Portal
3. Technology Improvements:
 - a. Launching Image Capture
 - b. Upgrading Campus Solutions (upgrade to 9.2)
4. Continuation of revising job descriptions and aligning all positions to ensure the Office of admissions is operating at its optimal potential.

**COLLECTIVE
BARGAINING
AGREEMENT 2020-2021**

ATTACHMENT

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Collective Bargaining Agreement

Between The

Florida Agricultural and Mechanical University Board of Trustees

and the United Faculty of Florida 2019-2022

ARTICLE 9. ASSIGNMENT OF RESPONSIBILITIES

9.1 Policy. The professional obligation is comprised of both scheduled and nonscheduled activities. The parties recognize that it is a part of the professional responsibility as a faculty member to carry out their duties in an appropriate manner and place. For example, while instructional activities, office hours, and other duties and responsibilities may be required to be performed at a specific time and place, other nonscheduled activities are more appropriately performed in a manner and place determined by the faculty member in consultation with his/her supervisor.

9.2 Considerations in Assignment.

(a) A faculty member shall be granted, upon written request, a conference with the person responsible for making the assignment to express concerns regarding:

- (1) the needs of the program or department/unit;
- (2) the faculty member's qualifications and experiences, including professional growth and development and preferences;
- (3) the character of the assignment, including but not limited to the number of hours of instruction, the preparation required, whether the faculty member has taught the course in the past, the average number of students enrolled in the course in past semesters and the time required by the course, whether travel to another location is required, the number of preparations required, the faculty member's assignments in other semesters, the terms and conditions of a contract or grant from which the faculty is compensated, the use of instructional technology, the availability and adequacy of materials and equipment, secretarial services, student assistants, and other support services needed to perform the assignments, and any changes which have been made in the assignment, including those which may have resulted from previous evaluations of the faculty member; and
- (4) The opportunity to fulfill applicable criteria for tenure, promotion, continuing multiyear appointments, successive fixed multi-year appointments, and merit salary increases.

(b) If the conference with the person responsible for making the assignment does not resolve the faculty member's concerns, the faculty shall be granted, upon written request, an opportunity to discuss those concerns with an administrator at the next higher level.

(c) The Board and the UFF recognize that, while the Legislature has described the minimum full academic assignment in terms of twelve (12) contact hours of instruction or equivalent research and service, the professional obligation undertaken by a faculty member will ordinarily be broader than that minimum. In like manner, the professional obligation of other professional faculty is not easily susceptible of quantification. The Board, acting through the University, has the right, in making assignments, to determine the types of duties and responsibilities which comprise the professional obligation and to determine the mix or relative proportion of effort a faculty member may be required to expend on the various components of the obligation .

(d) Furthermore, the Board, acting through the University, properly has the obligation constantly to monitor and review the size and number of classes and other activities, to consolidate inappropriately small offerings, and to reduce inappropriately large classes.

(e) No faculty member's assignment shall be imposed arbitrarily or unreasonably. If a faculty member believes that the assignment has been so imposed, the faculty member should proceed to address the matter through the procedures of this Agreement, which shall be the exclusive method for resolving such disputes. Other claims of alleged violations of the Agreement with respect to faculty member assignments are subject to the provisions of Article 20, Grievance Procedure and Arbitration.

9.3 Annual Assignment.

(a) Communication of Assignment. Faculty members shall be apprised in writing, the beginning of their employment and at the beginning of each year of employment thereafter, of the duties

assigned in teaching, research and other creative activities, public service, and of any other specific duties assigned for that year. Faculty members shall acknowledge receipt of their assignment by their signature.

Except for an assignment made at the beginning of a faculty member's employment, the person responsible for making an assignment shall notify the faculty member prior to making the final written assignment. Wherever feasible, the assignment shall be communicated to faculty members no later than six (6) weeks in advance of its starting date.

(b) Instructional Assignment. The period of an instructional assignment during an academic year shall not exceed an average of seventy-five (75) days per semester and the period for testing, advisement, and other scheduled assignments shall not exceed an average of ten (10) days per semester. Within each semester, activities referred to above shall be scheduled during contiguous weeks with the exception of spring break, if any.

(c) Change in Assignment. Should it become necessary to make changes in a faculty member's assignment, the person responsible for making the change

shall notify the faculty member prior to making such change and shall specify such change in writing.

(d) Equitable Opportunity. Each faculty member shall be given assignments which provide equitable opportunities, in relation to other faculty members in the same department/unit, to meet the required criteria for promotion, tenure, continuing multi-year appointments, successive fixed multi-year appointments, and merit salary increases.

(1) For the purpose of applying this principle to promotion, assignments shall be considered over the entire period since the original appointment or since the last promotion, not solely over the period of a single annual assignment. The period under consideration at the University shall not be less than four years. Faculty members' annual assignment shall be included in the promotion file.

(2) For the purpose of applying this principle to tenure, assignments shall be considered over the entire probationary period and not solely over the period of a single annual assignment. The faculty member's annual assignment shall be included in the tenure file.

(3) If an arbitrator determines that the faculty member was not provided an "equitable opportunity" as described in this section, the arbitrator may award additional employment requiring the University to provide the "equitable opportunity" as described herein. The arbitrator also may retain jurisdiction for purposes of determining whether the ensuing assignment provides such "equitable opportunity."

9.4 Summer Assignment.

(a) The summer instructional assignment, like that for the academic year, includes the normal activities related to such an assignment as defined by the department/unit and the nature of the course, such as course preparation, minor curriculum development, lectures, evaluation of student efforts, consultations and conferences with students, and minor committee activities.

(b) When a summer instructional appointment immediately follows the academic year appointment, the faculty member may be assigned reasonable and necessary non-instructional duties related to the summer instructional appointment prior to the conclusion of the academic year appointment.

9.5 Place of Employment.

(a) Principal. Each faculty member shall be assigned one principal place of employment, as stated on the University employment contract. Except in extraordinary circumstances, a faculty member shall be given at least nine (9) months' notice of a change in principal place of employment. The faculty member shall be granted, upon written request, a conference with the person responsible for making the change to express concerns regarding such change, including concerns regarding considerations in assignment as described in Section 9.3, above. Voluntary changes and available new positions within the department shall be considered prior to involuntary changes, if practicable.

(b) Secondary. Each faculty member, where possible, shall be given at least ninety (90) days written notice of assignment to a secondary place of employment more than fifteen (15) miles from the faculty member's principal place of employment. The faculty member shall be granted, upon written request, a conference with the person responsible for making the change to

express concerns regarding such change. If the assignment to a secondary place of employment is made within a regular full-time appointment, the supervisor is encouraged to make an appropriate adjustment in the assignment in recognition of time spent traveling to a secondary place of employment. Necessary travel expenses, including overnight lodging and meals, for all assignments not at the faculty member's principal place of employment shall be paid at the State rate and in accordance with the applicable provisions of State law.

9.6 Teaching Schedule. Teaching schedules should be established, if practicable, so that the time between the beginning of the first assignment and the end of the last for any one day does not exceed eight (8) hours.

9.7 Equipment. The University will provide access to the essential equipment necessary to carry out the instructional assignments.

9.8 Workweek Scheduled hours for all faculty members shall not normally exceed forty (40) hours per week. Time shall be allowed within the normal working day for research, teaching, or other activities required of the faculty member, when a part of the assigned duties. Supervisors are encouraged to make appropriate reductions or adjustments in the number of hours scheduled in recognition of evening, night, and weekend assignments, and for periods when a faculty member is on call. Evenings, nights, and weekends when a faculty member is on call shall be considered in making other assignments. See Section 17.5 regarding schedule adjustment for holiday assignment.

9.9 Overload Assignments.

(a) An overload assignment is defined as the assignment of any duties in excess of a faculty member's full-time appointment (1.0 FTE).

(1) No faculty member shall be required to accept an overload assignment.

(b) Right of First Refusal -An overload assignment shall be offered equitably and as appropriate to qualified full-time faculty members in sufficient time to allow voluntary acceptance or rejection prior to the hiring of part-time or adjunct faculty.

(1) For this provision, a faculty member shall have a minimum of 0.80 FTE assigned classroom instruction.

(2) Overloads will be provided to qualified faculty who have received a satisfactory annual evaluation the previous academic year. Whenever possible, overloads should not be provided to tenure-earning faculty who are not tenured and whose AOR should include time for research efforts and activities

9.10 Instructional Technology.

(a) "Instructional technology material" includes video and audio recordings, motion pictures, film strips, photographic and other similar visual materials, live video and audio transmissions, computer programs, computer assisted instructional course work, programmed instructional materials, three dimensional materials and exhibits, and combinations of the above materials, which are prepared or produced in whole or in part by a faculty member, and which are used to assist or enhance instruction.

(b) The Board and the UFF recognize the increasing development and use of technology, in all of the different forms, to support teaching and learning and to enhance the fundamental relationship between faculty member and student. This technology may be used in the context of distance learning. Furthermore, the Board and the UFF also recognize that this technology should be used to the maximum mutual benefit of the University, the faculty member and the educational process.

(c) The University shall review the considerations stated in (1) through (4), below, which may be raised by faculty development and use of instructional technology/distance learning. It is recognized that these considerations may already apply to other faculty member instructional activities and, therefore, be addressed by existing University policies and procedures. If the University concludes that new or revised policies are needed, they shall negotiate such policies with UFF pursuant to Section 2.1 prior to implementation.

(1) Recognition of that faculty member's effort spent in the assigned development of instructional technology/distance learning materials and in providing instruction assigned in this manner is appreciably greater than that associated with a traditional course;

(2) Training and development resources available to faculty members who have been assigned to provide instruction through the use of instructional technology/distance learning;

(3) Provisions for clerical, and technical support in conjunction with the assigned use of instructional technology/distance learning; and

(4) Compensation, including substantial recognition in a faculty member's assignment or provisions for extra State compensation, for appreciably greater workload associated with the assigned development and use of instructional technology/distance learning.

(d) The faculty member shall not make use of appreciable University support in the creation or revision of instructional technology materials unless the University approves such use in advance and in writing.

(1) Appreciable University support is to include support that is significantly beyond the traditional support that is provided to faculty, which includes but is not limited to office space; access to computers and software; access to internet and learning management systems; and training and development, including classes taken at Florida A&M; access to library and data bases.

(2) If instructional technology is created without appreciable University support, then it is the property of the faculty member (Section 18.3(b)(2)).

(3) In the case of the property of the faculty member, the University will guarantee that the instructional technology will not be copied or duplicated, in whole or part, by anyone other than the owner, from any learning management system or similar, that is provided by the University.

(e)

(1) Provisions governing releases to be obtained when the University has an interest in instructional technology are contained in Section 18.3(c)(3). Consistent with such provisions and prior to the use of the instructional technology materials described in Section 9.9(a), above, releases shall be obtained from persons appearing in, or giving financial or creative support to their development or use.

(2) The University shall assist the faculty member in obtaining releases regarding instructional technology materials when:

- a. the University has asserted an interest in such materials; or
- b. the University has assigned the faculty member to develop such materials.

9.11 Calculating FTE. Each full time faculty should be assigned a total of 15 classroom contact hours, or equivalent in other efforts, per week for each of the regular semesters, excluding summer. Assigned responsibility should be calculated to the nearest single decimal only.

(a) Undergraduate Courses. The percent effort for a given course is obtained by dividing the number of contact hours by 15 and multiplying by 100%.

(b) Graduate Courses. The percent efforts for a given course are obtained by dividing the number of contact hours by 15 and multiplying by 133%.

(c) Directed Individual Studies. The percent effort will be calculated based on 0.5 contact hours per student enrolled; Directed Individual Studies will be offered and approved at the Deans discretion. Directed Individual Studies will not be offered for more than five (5) students per course.

FAMU Course Contact Hour Table

Course Contact Hours	Undergraduate Effort %	Graduate Effort %
1	6.7	8.9
2	13.3	17.7
3	20.0	26.6
4	26.6	35.5
5	33.3	44.4

(d) Other instructional efforts in a non-classroom environment, such as (i) Thesis/Dissertation Supervision; (ii) Supervision of Interns; (iii) Clinical Activity; (iv) preparation of class materials and (v) assigned office hours, will be based on average weekly direct contact hours with the student.

(e) Academic advisement for undergraduate students will be based on the value of 0.4 % FTE per advisee.

(f) Other non-instructional efforts such as (i) Academic Admin/Support Services; (ii) Leave of Absence with Pay; (iii) Public or Institutional Service; (iv) Supervision of Cooperative Education; (v) University Governance and (vi) Research and other Sponsored Activities, will be based on the average number of weekly hours dedicated to such effort, divide by 40 and multiplying by 100%.

(g) Class size -While the number of students in a class impacts the quality of education, some classes such as traditional lectures may be able to support larger class sizes, courses that require more direct contact, or that have a greater demand on the instructor in the form of grading assignments, or individualized instruction, should be provided reduced class sizes.

(1) Traditional lectures should have a maximum class size of 75 students. Enrollment of 76 -100 students shall afford a 50% increase in assigned effort. Enrollment of 101 -120 shall afford a 100 % increase in assigned effort. Courses that require a greater demand on the instructor, including, but not limited to composition, mathematics, speech and conversational foreign language, shall have a maximum class size of 25 students. Other courses maybe included with justifications upon mutual agreement between the Board and UFF.

(2) No class or teaching laboratory shall have a number of students plus faculty greater than room occupancy permitted by the fire marshal.

(3) Those classes that are combined lecture plus lab should be uncombined into a lecture and a lab, when the instructor for both lecture and lab are not the same person.

(4) Class minimums are set at 15 for undergraduate courses and 6 for graduates. Classes with lower attendance are allowed upon the presentation of academic justifications to the Office of Academic Affairs.

MOU: COVID-19 HEALTH EMERGENCY

ATTACHMENT

S1



MEMORANDUM OF UNDERSTANDING: COVID-19 HEALTH EMERGENCY

During the current health emergency brought on by the coronavirus (COVID-19) pandemic, the United Faculty of Florida at the Florida A&M University ("FAMU-UFF") and the Florida A&M University Board of Trustees (FAMU BOT) are committed to maintaining the productive and efficient operation of the University in a safe and healthy environment. FAMU-UFF and FAMU BOT are collectively referenced as Parties. As such, the Parties agree to the following terms and conditions that do not amend the current collective bargaining agreement between the Parties, but clarify its application during the period of the COVID-19 pandemic.

1. The current collective bargaining agreement between the Parties shall apply to ownership of all course content and course delivery materials created as a result of the mandated transition to online instruction due to the COVID-19 pandemic during the Spring and Summer semesters of 2020.
2. Spring 2020 student course evaluations will be excluded from all future annual teaching evaluations and tenure/promotion evaluations, unless the faculty member requests the evaluation to be included. Faculty members may also request to be evaluated by their supervisors for Spring 2020. Spring 2020 course evaluations will also be excluded for faculty on Performance Improvement Plans (PIP) related to teaching, unless the faculty member requests the evaluation to be included. The PIP will be extended for one semester. This provision does not apply to courses that are regularly taught online.
3. Because the impacts of COVID-19 health emergency are local, national, and international in scope, any impacts that make impossible or reduce a faculty member's ability to conduct or present their scholarship, creative activities, or research, shall not negatively affect the faculty member's annual evaluations or tenure and/or promotion reviews. The mandatory closure of university research facilities shall not negatively impact the annual evaluations or the tenure and/or promotion of affected faculty. Research-based PIPs will also be extended for as long as the period of temporary closure or restricted access to research facilities.
4. Where faculty have made nonrefundable plans connected to previously-approved University travel and the conference or event are cancelled, the University shall reimburse the faculty member the amount of the previously approved nonrefundable travel. In such instances, the faculty member must document a good faith effort to have sought reimbursement from the entities that received the nonrefundable payments connected to the previously approved travel.
5. Faculty shall be allowed to telecommute/telework, provided that assigned duties are able to be accomplished remotely. Supervisors shall allow such arrangements unless the legitimate business interests of FAMU and the state of Florida, as stated in FAMU directives and local and State executive orders (e.g. on-campus essential employee designation), require faculty to report to work. If the supervisor refuses, the faculty member may request approval from the Provost and Vice President for Academic Affairs. While the request is being processed, faculty shall be allowed to telecommute/telework.

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FLORIDA UNIVERSITY

6. Regardless of whether faculty elects to report to campus for duty, faculty shall have access to their offices and, if applicable, laboratories and other facilities necessary for them to conduct their research, consistent with all campus safety policies. Should it become necessary to restrict access to campus facilities, the University shall provide adequate notice to faculty, to the extent practicable. When this occurs, faculty members must not come to campus.

7. The Parties recognize that the coronavirus (COVID-19) pandemic has created circumstances that may prevent or interrupt faculty progress toward professional and scholarly achievement. In recognition of these circumstances, all eligible tenure-track faculty will be granted a one-year extension to their tenure clock. This extra year is in addition to any prior extensions of the tenure clock a faculty member may have been granted. All current tenure-earning faculty are eligible for this extension except those who have received notification of nonrenewal or terminal contract prior to the start of the 2020-21 academic year. Faculty may opt out of this one-year extension and continue with their original tenure timeline. The decision to reject the extension is irrevocable and must be made prior to becoming a tenure candidate. Eligible faculty with fewer than five years of tenure-earning service prior to Fall 2020 (including years credited toward tenure) have until October 15th of their 5th year of tenure-earning service to opt out of the tenure clock extension. For eligible faculty with five or more years of tenure-earning service, the decision to opt out of the tenure clock extension must be made no later than September 1, 2020. This does not exempt the University from observing all other actions and obligations in the FAMU-BOT/FAMU-UFF Collective Bargaining Agreement.

8. Eligible faculty member may be provided 80 hours of Emergency Paid Sick Leave in accordance with the Families First Coronavirus Response Act. If a faculty member has exhausted their 80-hour entitlement, and they are unable to complete their job duties remotely, they may qualify for Paid Administrative Leave.

9. The Parties retain all other collective bargaining agreement rights. Nothing in this MOU shall be construed as a waiver of the right to bargain future impacts from the COVID-19 pandemic or any other collective bargaining rights.



Florida A&M University Board of Trustees

6/21/20

Date



FAMU– United Faculty of Florida

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Date

M.E.

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